This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

+ *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.

+ *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.

+ *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.

+ *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at `http://books.google.com/`

600093630-

Gutta cavat lapidem NON VI SED SÆPE *cadendo.*

THE MASTERY SERIES.

SPANISH.

A MANUAL OF SPANISH FOR ENGLISHMEN
AND OF
ENGLISH FOR SPANIARDS.

BY

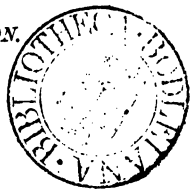
THOMAS PRENDERGAST

(LATE OF THE CIVIL SERVICE AT MADRAS)

Author of

'THE MASTERY OF LANGUAGES, OR THE ART OF SPEAKING FOREIGN TONGUES IDIOMATICALLY,' 'HANDBOOK TO THE MASTERY SERIES,' AND MANUALS OF FRENCH, GERMAN, HEBREW, AND LATIN.

THIRD EDITION.



LONDON:
LONGMANS, GREEN, AND CO.
1872.

[*The right of translation* and all other privileges are reserved.]

303. g. 173.

LONDON: PRINTED BY
SPOTTISWOODE AND CO., NEW-STREET SQUARE
AND PARLIAMENT STREET

CONTENTS.

	PAGE
PREFACE TO THE THIRD EDITION	v
,, TO THE SECOND EDITION	ix
,, TO THE FIRST EDITION	xi
DIRECTIONS TO THE ADULT LEARNER	xvii
DIRECTIONS TO THE TEACHER FOR THE FIRST WEEK	xix
THE SAME IN SPANISH	xxi
NOTES ON THE PRONUNCIATION OF SPANISH	xxiv
SPANISH AND ENGLISH COUPLETS, WITH DIRECTIONS FOR USING THEM	xxv
DITTO, IN SPANISH	xxviii
SENTENCES WITH THEIR VARIATIONS	2
ADDITIONAL SENTENCES WITHOUT VARIATIONS	86
,, ,, DESCRIPTIVE OF MASTERY	102
APPENDICES:	
I. DIVERSIFYING TABLE	111
II. TABLE OF SPANISH INFLECTIONS	112
III. ,, OF ENGLISH INFLECTIONS	114
IV. CRITICAL NOTICES OF THE MASTERY SYSTEM BY THE HOME, COLONIAL, AND FOREIGN PRESS	115

600093639-

require assistance. They are not required to learn the foreign sentences by heart, and therefore they must not expect to be able to reproduce them exactly as they stand in the Manual. This exercise should not be continued for more than half an hour at a time at first; but it may be resumed after intervals of one hour as often as the learner may desire, and the sittings may be gradually lengthened after the first day. The whole of the back lessons must invariably be recapitulated *once* at the beginning of each sitting.

Throughout all this process, learners should exercise urgency on themselves, so as to gallop through the pages, covering as much ground as possible on each occasion. In every instance, however, they will discover that they do not speak idiomatically, and therefore they will be under the necessity, after all, of adopting the above plan, of mastering the couplets and diversifying some of the longest and most difficult sentences.

They may obtain great facility in expressing themselves inelegantly, but Mastery will gradually rectify their phraseology, even when their inaccuracies have become habitual, if only they will resolutely adopt the principle of Frequency, *because Mastery is not attainable by prolonged and close study.*

Boys who would rather not be plucked in colloquial examinations, and travellers who care not to speak with great correctness, should adopt this course of action during the last week or two of their preparations; but the merit of their performances will entirely depend upon the quality of their previous training.

The Manuals of this Series being all constructed on the same principle, will be equally available for promoting the sudden development of the linguistic faculty by the rapid process above described, in respect to any other language which may have been previously studied with care.

The GERMAN MANUAL, however, being arranged on a scholastic plan, is better adapted than the others for the practice of oral composition in Greek and Latin, if only the nouns substantive be replaced by others which correspond in gender with those standing in the same sentences respectively, and if six additional nouns of each gender be introduced as an accompaniment.

Manuals carefully compiled according to this method will

enable educated persons to appropriate and naturalise the forms of speech and the modes of thought in any foreign language, without having recourse to grammars, except for the purpose of completing their knowledge of the minutiæ.

The possibility of learning Latin through the medium of a Manual compiled on the same plan, will naturally be called in question by every one who has been educated in the traditional idea that grammar is the only avenue by which that language can be approached. That impression has been universally accepted, to the great detriment of the cause of education. There is nothing in the nature of the Latin language to render it inaccessible by the method of nature. History nowhere asserts that Roman children did not learn their national language just as readily as other children do; nor is there any reason why Latin should not be learned by familiarisation, when the whole of its accidence and syntax are compressed within the limits of a very small vocabulary, just as modern languages are understood by those who insensibly become habituated to the utterances of the natives, without making any attempt either to study them or to speak them.

It is true that Latin is not a spoken language, and so much the better for beginners, because it is the more easy to rescue them from the crushing difficulties resulting from an unlimited vocabulary.

For the ordinary business of life, the mastery of sentences containing the twenty dozen words in the Diversifying Table, with the addition of five dozen nouns, would afford a foreigner the most thorough initiation into colloquial English, and would suffice to give him a most useful command over the constructions, with the aid of the Table of Inflections. In like manner, the mastery of any foreign language, whether ancient or modern, may be obtained by Britons by means of a similar compendium of its constructions and inflections, and of the equivalents of the words in the Diversifying Table.

Now, if facility in *vivâ voce* composition can be thus easily obtained by adults within a small sphere, the minor accomplishment of reading Latin, or any other language—that is, of recognising on paper the same small number of words, must form a much easier task than exercises in which thousands of words are encountered.

There is a very general tendency to undervalue the exercise of learning foreign sentences by heart, and this is not surprising, in the many instances in which they are not treasured up in the memory, and continually varied by the removal of one word at a time in the English version, and the substitution of another one previously mastered. The translation of sentences thus varied is a valuable exercise in oral composition, but when it is not practised, whole volumes may be committed to memory and written composition may be persistently carried on without the slightest effect in developing the linguistic faculty.

At the outset, the daily enforcement of thoroughness—the limitation of a learner's operations to ten measured minutes at a time—the practice of taking lessons frequently every day and of reading them all before every such rehearsal—constitute the only process by which time and labour may be economised, so that not a moment shall be lost, not a syllable forgotten, nor a word misplaced in the rehearsal of the mastered and diversified sentences.

The 'Handbook to the Mastery Series' shows that Mastery is an exact method founded on scientific principles, in relation both to the arrangement of sentences, so as to impart a sound knowledge of the principles of the structure of a language, and to the mode of exercising the memory.

This Edition has been revised throughout by that accomplished scholar Don José Sánchez de Santa María, Spanish Examiner to the College of Preceptors.

CHELTENHAM
October 1872.

PREFACE

TO

THE SECOND EDITION.

—♦—

THERE is a large class of persons, numbering among them some classical teachers of high renown, who can read the best authors in a foreign language with perfect facility, but have been so much bewildered by the puzzles of grammar, that they find immense difficulty in speaking the language grammatically, and despair of ever speaking it idiomatically. The right way to overcome both these difficulties at one and the same time, and to set in active motion all the words that they have acquired, is to master sentences ready made, instead of attempting to originate them. The coupled sentences should be mastered *first*, then the six leading sentences in the Manual, and then not less than twenty of the most difficult variations. After thus securing the cohesion of the words in their idiomatic sequences, recourse may be had to the Diversifying Table.

Beginners, who unflinchingly obey the rules laid down for their guidance, find more difficulty in banishing and forgetting than in recalling and reproducing the phrases which they have mastered. Each new sentence, in its turn, has the effect of confirming in the memory the accurate recollection of all the previous lessons, while it also throws light upon those that follow, and on those that have preceded it. These results are equally discernible in the acquisition of Ancient and

Modern Languages, and the pleasure inspired by the fluent recitations of the foreign sentences at sight of their English versions in ever-varying succession, forms a striking contrast to the painful efforts of those who begin with the study of grammar and the use of the dictionary, instead of following the only path that leads directly to the colloquial attainment. The degree of satisfaction felt by learners may thus become a criterion by which it may be determined whether they have strictly complied with the Directions in the Manual or not.

The prevailing modes of teaching and learning languages are unscientific and irrational, because the practical acquisition is either set aside in favour of the theoretical study, or else it is carried on with a sublime disregard for the fact, that when a new lesson is learned, an old one is forgotten. Speaking is oral composition—an exercise which is either omitted altogether or else deferred until the memory has been overloaded and confused to an injurious extent.

Nature teaches us how foreign languages may be learned very rapidly; but when we observe how inaccurately they are spoken *at first*, even by the best of all linguists—children above seven years of age—reason requires that we should discriminate and determine what to avoid and what to follow in their procedure. This subject has been fully treated in the 'Handbook to the Mastery Series,' which shows that Mastery is an exact method founded on scientific principles, in relation both to the arrangement of sentences, so as to impart a sound knowledge of the principles of the structure of a language, and to the mode of exercising the memory, so as to obtain fluency in oral composition with the greatest economy of time and labour.

This Edition has been revised throughout by Don José Sánchez de Santa María.

Meldon Lodge, Cheltenham:
April 1871.

PREFACE

TO

THE FIRST EDITION.

1. THIS is a Method for qualifying learners to speak genuine Spanish with facility and confidence from the beginning. It differs essentially from other methods in that it introduces new principles, both in manipulating the language and in regulating the learner's course of action. Economy of time and labour is secured by the exclusion of all that is superfluous and irrelevant. It enables a beginner to make *bonâ fide* progress in speaking, by supplying him with sentences and their variations, comprising all the constructions and all the inflections of the language.

2. The foreign Variations exhibit the constructions which are lying latent in each of the leading sentences. The English Variations are designed to convey the exact power of each of the foreign Variations, and to show the different senses in which the individual foreign words and their combinations can be employed. The explanations thus afforded include everything that a *beginner* needs to know in relation to each lesson, and therefore the study of Grammar is prohibited during this initiatory course.

3. This system provides a remedy for that grievous obstruction to progress which arises from ignoring the necessity for assisting the memory at the outset, so that it shall become capable of retaining all that has been learnt.

4. The fundamental law of *Mastery* is, that the memory shall never be overcharged. On the principle that short concentrated efforts of that faculty at intervals produce far greater results than protracted application, it provides that short and *frequent* Exercises shall be taken every day; that all the

previous lessons shall be rehearsed on each occasion, and that the beginner shall invariably hear them read aloud before he attempts to rehearse them. It also requires that he shall not see the spelling of foreign words, lest it should lead to mispronunciation thereof. The treachery of the memory may thus be effectually baffled, and the natural tendency to reproduce unfamiliar sounds with the English intonation, and to mispronounce them according to the laws of English orthography, will be counteracted; at the same time the true intonation and pronunciation will be expeditiously acquired by reiterated imitations of the voice of a foreigner.

5. The adult learner who has not the benefit of a teacher cannot expect to attain the true pronunciation, but he will discover in this course a valuable method of Self-Instruction, applicable to all languages. *Thoroughness* is equally essential at first to those who wish to speak, and those who wish to read foreign tongues. By working in harmony with the process of nature, a beginner is enabled to obtain free and full possession of those distinctive forms of speech which differ most widely from the constructions of his own language, and to reproduce them with equal facility. But if the memory be once overcharged by the reception of a new lesson, before the preceding ones have been *mastered*, the progress of the learner must inevitably be arrested.

6. The Mastery System may be as easily adapted to the classical as to modern languages, and it may be carried on simultaneously with any other method. It is equally suitable for learners at all stages of progress, and as it requires only half an hour a day, it can easily be put to the proof. This System, however, is chiefly valuable as an *initiation* into the most puzzling languages, because it is impossible for anyone to master a few sentences with their Variations, without acquiring a very extensive knowledge of the structure of the language, or, in other words, of the Grammar—minus the technicalities. Moreover, this knowledge is of the most *practical* order, and it is totally different in its nature from that unapplied knowledge of Latin and Greek Grammar, which after ten years of tuition leaves the majority of educated men disgracefully ignorant of those two languages.

7. *Mastery imparts* vivacity even to the lifeless system of

teaching the *dead* languages, and boys beginning the Mastery of Latin at the age of fourteen, may be expected in eighteen months to stand on a par in every respect with the majority of their contemporaries who have had six years of grammatical training.

8. This Manual is devised to provide beginners with a stock of useful sentences before they go abroad. It carefully restricts them to a small vocabulary, whilst it enables them to make the most of the sentences which they have mastered. Thoroughness is the very essence of an EXACT METHOD, and this idea ought not to be regarded as visionary and impracticable merely because it is unknown in our schools. If we define thoroughness to be the highest degree of fluency, accuracy, and promptitude, in the use of every individual word committed to memory—Mastery is the realisation of thoroughness. The study of Grammar prevents thoroughness, because the learner necessarily learns principles and obtains materials in excess of his power of using them with facility. By mastering involved and inverted forms of speech, the learner places himself in one month in advance of those who have for a long time intelligently and persistently studied the Grammar, but without practising oral composition. The best criterion of progress is the ratio in which genuine foreign sentences preponderate over literally translated English. And for this reason the beginner is restricted to mastering the former, while Exercises in Composition are forbidden.

9. Speech is the utterance of *sentences*, and the most direct course for a beginner is to master circumstantial and comprehensive sentences. Facility of idiomatic speech can never be attained except by the practice of rendering into Spanish a variety of colloquial sentences composed of words with the Spanish equivalents of which we are quite familiar.

10. Reading, as generally conducted, leaves nothing on the memory but a number of unconnected words, more or less limited, according to the earnestness of the reader. But, mere words and rules are useless, because it is impossible for a beginner to speak correctly until he has MASTERED some complete idiomatic sentences.

11. The Epitome of Language, which children instinctively frame for themselves, is identical except as to the nouns in

every region of the earth. Within the scope of two or three hundred words, children exhibit the utmost facility in stringing words together in sentences arranged in their genuine idiomatic order, and including the most puzzling constructions. A child imported from a foreign country acquires the same colloquial range of expression in six months (even when left entirely to his own resources and having no one to interpret a single word for him). That Epitome of the English Language is exhibited in a classified form in Table I. in the Appendix. It is arranged so as to afford unlimited scope for the practice of oral composition, and it will furnish all the requisite material for acquiring a full and free command over the most puzzling and impracticable sentences in any language. (See pp. 162, 163 of the 'Mastery of Languages.')

12. Every traveller in foreign lands admires and envies the facility with which children wield their little stock of sentences. But unfortunately the learned have unanimously decided that the faculty of learning languages unsophisticatedly, gradually dwindles away as we approach maturity, and is then utterly lost. There is nothing unreasonable, however, in maintaining that by efforts of memory rightly directed, in five or six very short Exercises each day, highly educated men may compete with children, so as to learn in one week as much as they acquire in a month. The first feeble efforts of children have most unfortunately engrossed the attention of the learned, when endeavouring to trace the rise and growth of language in the mind. It would have been much more philosophical, however, to have observed the rapid progress made by children left amongst foreigners after six or eight years of age. But even then the first efforts would be of no value in comparison with the results obtained at the end of the first month, when the power has been acquired of delivering a few complete sentences fluently and intelligently. This is the true beginning of the power of *speech*, and it is mere trifling to trace its origin to the imperfect utterances of infancy.

13. The manner in which a few sentences are multiplied by interchanges of the words, and the principles on which the child's power of speaking expands when longer sentences are *employed, will be found* in Chapter VI. of the 'Mastery of

Languages,' and in page 222. Under this law of expansion, chosen sentences, ranging from twenty to twenty-five words in length, will yield results from day to day, in comparison with which the performances of the cleverest children sink into utter insignificance. They pick up short sentences by chance, guessing the meaning of the words; but we have the advantage of learning selected sentences, comprising the most useful and instructive combinations, accompanied by explanations of all the words. They fix a short sentence in the memory by one imitation, and many subsequent repetitions thereof; but we may cause a sentence to be frequently uttered by a foreigner, and thus have the advantage of reiterated imitations of the sounds and tones of his voice.

14. The Variations of those sentences are infinitely more instructive to a learner than the unlimited, irrelevant, and bewildering conversations of foreigners, because his attention is limited to, and concentrated on, a few words, and he learns what is *essential*—without any admixture of the non-essential. No other effort is required from him at first than the faultless reproduction of the foreign sentences at sight of their English versions—IN IRREGULAR SUCCESSION—with a few new words daily interwoven amongst them.

15. The method here recommended for diversifying the English Versions of the Mastered Sentences is unique, and the Tables I. and II. furnish incomparably the best and soundest medium for supplying the learner with all the unknown inflections and constructions of the foreign language.

16. The two great objects of a learner's ambition ought to be, to speak a foreign language idiomatically, and to pronounce it correctly; and these are the objects which are most carefully provided for in the 'Mastery System.'

17. This Manual is intended primarily for Englishmen learning Spanish, but it is equally available for Spaniards learning English. Although the English lessons have not been expressly and systematically arranged to instruct Spaniards exactly on the same principles as those which have been observed in preparing the Spanish sentences for English learners, they will be found equally useful. Ours is the most simple of all European languages, by reason of its singular poverty in respect to etymology and syntax, and of

its extensive employment of auxiliary verbs, instead of the numerous tense-forms which prevail in other languages.

18. The course naturally followed by a young man living abroad, and learning a foreign language without books and without an interpreter, is to pick up sentences suited to his own requirements. In doing this, he gradually acquires a familiarity with the syntactical constructions, and this practical knowledge—exact, although not scientific—may be discerned in almost every sentence he utters. By this process, persons of the humblest capacity learn to speak the most difficult languages. Such is the paucity of the English constructions, that a very small number of sentences will suffice to give a Spaniard a competent knowledge of our language. A Spaniard suddenly coming to England may begin by selecting such Variations as he pleases, and learning them in the order of their utility, with the aid of a competent Englishman to give him the pronunciation; without such aid it is absolutely impossible for a foreigner to learn to pronounce the English language from books, and therefore no directions have been given to enable an adult Spaniard to deal with this Manual unassisted.

19. The argument in favour of the application of this System to the Classical Languages, is given at length in the 'HANDBOOK TO THE MASTERY SERIES,' and the principles upon which the System has been based will be found set forth both in Spanish and English in the latter part of this Manual.

20. The Author has to acknowledge the kind co-operation of Messrs. Appleton & Company, of New York, to whom he is indebted for the compilation of this Manual. The Additional Sentences have been rendered into Spanish by Don José Sánchez de Santa María, of London.

THE EAST INDIA UNITED SERVICE CLUB:
London, September 1869.

DIRECTIONS TO THE ADULT LEARNER FOR THE FIRST WEEK.

1. The term MASTERY is employed in this work to denote the power of using the idiomatic forms of a foreign language as fluently and as promptly as those of the mother-tongue.

2. The beginner is not to study Grammar nor to compose any Exercises at first.

3. Let him commit to memory the first Spanish lesson so thoroughly that he shall be able to give the Spanish equivalent for each of the English variations in IRREGULAR SUCCESSION, with the utmost fluency. In doing this let him repeat the phrases audibly and rapidly, observing the method prescribed in the Directions to the Teacher.

4. He should carefully abstain from seeing or hearing any new words in excess of those included in the lesson of the day.

5. This System sets no value upon the rapid acquisition of a lesson, but it provides for the perfect practical retention by the memory, and for the fluent reproduction, of every sentence and of every variation which have been learned.

6. In learning anything by heart, it is indispensable that it should be FREQUENTLY repeated, and the wider the distribution of the repetitions throughout the day, the smaller will be the number required to impress the Spanish phrases on the memory. The beginner, therefore, ought to take at least three sittings a day of not more than ten minutes each, and at long intervals; but if during the first week he can take six sittings a day with intervals of two or three hours between them, he will have extraordinary success.

7. A person who has not already acquired the Spanish pronunciation must employ a teacher at least once a day for a few minutes. Any Spaniard, however young, who can read well and has a correct pronunciation, may be employed for this purpose. If he be employed for one hour a day, the time should be divided into three sittings of *ten minutes* each, the intervals being devoted to pursuits of a wholly

different character. But as the reception of three lessons a day, at such short intervals, does not sufficiently accord with the principle of FREQUENCY, he must take two or three more exercises daily by himself.

8. In rehearsing the Variations, the slightest hesitation in the use of any one word absolutely disqualifies the learner from advancing to a new lesson. In this respect he is not to judge himself indulgently, but rigorously.

9. He must commence every sitting by reading over all the previous lessons before he attempts to recite them.

10. He should always carry about with him, in a compact form, a copy of the English and Spanish variations which he has already learned, in order that he may FREQUENTLY practise rehearsing them.

11. The study of Grammar and the composition of Exercises are prohibited at first, because they confuse and disable the memory. On the other hand, the study of Grammar will be greatly facilitated by a previous course of MASTERY.

12. After one month, the learner may use Tables I. and II. in the Appendix, in order to familiarise himself with those inflections which are still unknown to him. For this purpose he may take any English sentence out of this book and alter it by changing the tenses and persons of the verbs or the cases and numbers of the nouns, pronouns, &c., and then translate them by means of Table II. When facility is attained in thus applying the whole of the inflections in rapid succession, with the eye fixed on the Table II., and with FREQUENT recapitulations, the learner may proceed to converse with foreigners and to read as many grammars and other books as he may think fit.

13. If beginners have occasion to go abroad before a month has expired, they may select from any part of this work those sentences which may seem to them to be the most useful for their own individual purposes, and MASTER them first; returning, however, to the prescribed course as soon as they can.

14. Those who have forgotten the Spanish language, those who have studied it without practising it colloquially, and those who are conscious that they speak it badly, ought to follow the course here prescribed for beginners, subjecting themselves to the same restrictions at the outset, and never forgetting that the main characteristic of *this Method is* PERSISTENT ACTION.

DIRECTIONS TO THE TEACHER FOR THE FIRST WEEK.

THE chief duty of the Teacher is to impart the true intonation and pronunciation, and to prevent the learner from advancing to a new lesson until all the preceding ones have been mastered. Mastery is perfect fluency, accuracy, and promptitude. The learner must take at least three exercises every day, but six exercises a day would produce very great results. No sitting should exceed ten minutes. No talking is allowable. Technical and grammatical explanations of words are especially prohibited. The Teacher must always be good-humoured and encouraging in his manner, and for obvious reasons no tones of impatience or anger should be traceable in his voice.

1. Take Section I., and repeat it over and over again loudly and rapidly for five measured minutes, in order that the learner may echo the sounds and tones of the speaker's voice. At the end of five minutes let the first and second variations be repeated and echoed in company with the section, to the end of the sitting. For an English pupil, the English version of the section and its variations must be copied out and placed before him at the beginning of each exercise; but he must never see nor hear the spelling of any of the Spanish words until he has mastered the next section and all its variations. A difficult sound is never to be practised separately, but always in combination with other words.

2. In the second sitting let the third, fourth, fifth, and sixth variations be treated in a similar manner for five minutes respectively, and then let the first two variations and the section be repeated and echoed with them IN IRREGULAR SUCCESSION, the pupil pointing out the English version of each variation as he utters it.

3. The learner must never begin by rehearsing from memory the preceding lessons, but, whether he knows them or not, he must imitate the teacher's voice in the prescribed manner, in order to prevent the possibility of error, and to secure a good pronunciation. On the other hand, whilst the pupil is translating from memory, the teacher is to prompt him, whether he likes it or not, so that not a second may be wasted in thinking.

4. Whenever the pupil undertakes a new section or variation, it is to be rapidly repeated and echoed thirty times, and then alternately with each of those previously learnt. No new variation should ever be undertaken unless the learner can recite all the preceding ones at sight of their English versions with perfect fluency and in IRREGULAR SUCCESSION.

5. The foregoing rules are to be strictly observed during the first week, in which period the Manual should be kept in the teacher's custody, and the learner should not be allowed to see it.

6. The orthography and pronunciation of English words are so absurdly and grotesquely inconsistent and anomalous, that it is impossible either for an Englishman or a Spaniard to read even a short sentence of each other's language intelligibly—without the aid of a teacher. The first lessons must therefore be learnt *vivâ voce*, by imitative repetitions of a teacher's voice, and without the aid of this book. In England we are trained to believe that the sounds of words are logically deducible from the combinations of letters generally used to represent them, and this fallacy is so deeply rooted, that the pronunciation must be vitiated by the sight of the Spanish version, if the beginner has recourse to it before he has mastered the true intonation. On this account, a Briton learning Spanish ought not to see the spelling of any lessons until he has mastered the succeeding lesson and all its variations. A Spaniard, on the other hand, ought to master two at least of the succeeding sections with all their variations before he sees the spelling of the English words which he has mastered. In learning English from this Manual, a Spaniard should learn the variations only.

7. These directions are given in both languages, in order that A and B may reciprocally teach each other English and Spanish without any previous knowledge of each other's language.

8. Exercises in oral composition may be multiplied *ad infinitum* by diversifying the English sentences and variations in this book. The Table, Appendix I., is to be used in interchanging the words and phrases, and in introducing other nouns and verbs, as shown in pages 163 and 164 of the 'Mastery of Languages.' The Spanish table of inflections in Appendix II. is to be used by the learner to assist him in applying the proper cases, tenses, &c., in translating the diversified English sentences.

9. In like manner, the Spanish sentences are to be diversified for *Spaniards, to be translated* orally into English, with the aid of the *English Table of Inflections* in Appendix III.

DIRECCIONES QUE HA DE SEGUIR EL MAESTRO LA PRIMERA SEMANA.

El primer deber del maestro es enseñar el verdadero acento y la pronunciacion, no permitiendo que el principiante pase á una nueva leccion hasta haber adquirido maestría en todas las anteriores. La Maestría está en expresarse con perfecta afluencia, exactitud y presteza. El discípulo debe hacer cada dia tres ejercicios á lo menos, pero si hiciere seis el resultado sería incalculable. Ninguna sesion debe pasar de diez minutos. No se permite conversar, y se prohibe expresamente toda explanacion de vocablos ya técnica ya gramatical. Debrá siempre el maestro mostrarse de buen humor é inspirar valor con sus modales, y por obvias razones no hablará con tono de impaciencia ó enojo.

1. Princípiese por la Seccion I^{a} y recítese muchas veces de corrida y en voz alta durante cinco minutos contados, con el fin de que pueda el alumno repetir los sonidos y tonos de la voz del que habla. Al cabo de cinco minutos, repásense y repítanse, juntamente con la seccion, las variantes primera y segunda hasta concluir la sesion. Para un discípulo inglés, debe copiarse la version inglesa de la seccion y sus variantes, y presentarsela al principio de cada ejercicio, pero él nunca debe ver ni oir deletrear ninguna de las palabras españolas hasta haberse bien impuesto en la seccion siguiente y todas sus variantes. De ningun modo hay que ejercitarse en un sonido difícil separadamente, mas sí en combinacion siempre con otras palabras.

2. En la segunda sesion procédase del mismo modo con las variantes 3^{a}, 4^{a}, 5^{a}, y 6^{a}, por espacio de cinco minutos respectivamente, y en seguida repásense y repítanse con ellas EN SUCCESION INTERRUMPIDA las dos primeras variantes y la seccion, indicando el discípulo la construccion inglesa de cada variante conforme la va pronunciando.

3. El estudiante nunca debe principiar por recitar de memoria las lecciones precedentes, pero bien, sépalas ó no las sepa, tiene que imitar del modo prescrito la voz del maestro, con el fin de evitar toda posibilidad de error, y lograr una buena pronunciacion. Por otra parte, *mientras* que el alumno va traduciendo de memoria, debe el maestro

ir apuntandole, por mas que á aquel no le agrade, y de ese modo no se perderá un solo instante en discurrir.

4. Siempre que el estudiante comience una nueva seccion ó variante, tendrá que recitarla y repetirla de corrida treinta veces, y despues alternativamente con cada una de las otras anteriormente aprendidas. Nunca se habrá de comenzar una nueva variante á menos de que el alumno ya pueda recitar con gran fluidez y EN SUCCESION INTERRUMPIDA todas las precedentes variantes á la vista de sus versiones inglesas.

5. Las reglas que anteceden tendrán estrictamente que observarse durante la primera semana, debiendo en el ínterin estar el Manual bajo la custodia del maestro, sin que el estudiante pueda verlo.

6. Siendo la ortografía y pronunciacion de los vocablos ingleses tan disparatada y fantásticamente incongruas y anómalas, es como imposible para un inglés ó un español leer ni siquiera un corto párrafo en el idioma del otro de un modo inteligible sin el auxilio de un maestro. A consecuencia de eso, deben estudiarse de viva voz las primeras lecciones por medio de repiticiones que imiten la voz de un instructor, y sin la ayuda de este libro. En Inglaterra se nos educa imbuidos de la creencia de que los sonidos de las palabras se deducen lógicamente de la combinacion de las letras que generalmente se emplean para representarlos; y es tanto lo que esta falacia está arraigada, que no puede por menos de viciarse la pronunciacion con tener á la vista la version española, si á ella recurriere el principiante ántes de haber bien adquirido la verdadera entonacion. Por este motivo, un natural de la Gran Bretaña que estudia el español no debe ver la ortografía de ninguna de estas lecciones hasta que esté bien al corriente de las que vienen en pos y de todas sus variantes. Por otro lado, un español debe imponerse bien en dos, á lo menos, de las subsecuentes secciones con todas sus variantes ántes de llegar á ver la ortografía de los vocablos ingleses que ya tiene bien aprendidos. El español que estudia inglés por este Manual no debrá aprender mas que las variantes.

7. Se dan estas direcciones en ambas lenguas para que Fulano y Zutano puedan mutuamente enseñarse el inglés y el español sin que el uno sepa de antemano el idioma del otro.

8. Es fácil multiplicar al infinito ejercicios en composiciones orales, diversificando las oraciones inglesas y variantes contenidas en este libro. Se habrá de hacer uso de la Tabla en el Apéndice I. para *alternar las palabras y* frases, ó introducir otros nombres y verbos,

segun se demuestra en la página 163 y 164 de la 'Maestría de las Lenguas.' El principiante debrá servirse de la Tabla española de las inflexiones de las voces que se encuentra en el Apéndice II., para que le asista en aplicar los casos, tiempos, etc., que se requieren al traducir las oraciones inglesas formadas de diversos modos.

9. De la misma manera, las oraciones españolas habrán de ser diversificadas por los españoles, y luego traducidas verbalmente al inglés con la ayuda de la Tabla inglesa de las inflexiones puesta en el Apéndice III.

NOTES

ON THE

PRONUNCIATION OF SPANISH.

In the Spanish language the vowels are uniformly pronounced in the following manner:—

A as *ah*; **e** as *ay*; **i** as *ee*; **o** as *oh*; **u** as in *full*; **y** as *ee*. The vowel **u** is not sounded before *e* and *i*, except when it has two dots over it. **Que** and **qui** are pronounced *kay* and *kee*. **C** is the same as in English before *a*, *o*, and *u*; but when followed by *e* and *i* it is pronounced as in *thane* and *theatre*. **G**, before *a*, *o*, and *u*, is pronounced as in *gave*, *go*, and *gun*; but before *e* and *i* it is a strong aspirate. **H** is not pronounced. **Ch** has the English sound in *chair* and *cheese*. **J** is sounded as a strong guttural aspirate. **LL** is pronounced as *ly* in *steelyard*. **Ñ** is sounded as *ny* in *tanyard*, but it is a strong nasal. **R** is always to be rattled. **S** is never pronounced like *z*. **T** is the same as in English, but it never has the sound of *sh* in *nation*. **X** is equivalent to *cs* or *gs* in English. **Z** is always pronounced like *th* in *thane* and *theatre*.

The learner must beware of all those irregular arbitrary alterations of the sounds of the vowels which prevail in English.

ACCENTUATION.

When a word ends with a consonant, the emphasis is generally laid on the last syllable, and when it ends with a vowel it is generally placed on the last syllable but one. But there are exceptions to this rule, most of which are indicated by an accent over the vowel on which the stress is laid.

SPANISH AND ENGLISH COUPLETS to be used in accordance with the following DIRECTIONS.

Learn the first couplet by heart, taking not less than three sittings of ten minutes each; interchange the upper with the lower words in any of the sections of the English couplet one at a time, and translate each of the altered sentences in its turn—orally, not in writing. Do the same with two or more sections promiscuously, until *perfect fluency* is obtained in the oral recitation of the Spanish equivalents for each of the altered sentences.

This exercise will be eminently beneficial to those who have studied a language without learning how to speak it. The extraordinary rapidity with which *children* sometimes attain the power of speaking foreign languages arises from their instinctively resorting to the practice of *interweaving* words and phrases *into the little sentences* which they have learned by heart.

The couplets yield evolutions increasing in geometrical progression, according to the number of sections; thus:—

Seven sections yield		128	variations
Eight	„ „	256	„
Nine	„ „	512	„
Ten	„ „	1,024	„
Fourteen	„	16,000	„

These are produced by removing the words from one line to another in each couplet. Variations may also be made by transposing the words in each sentence, and every such variation may be matched with the corresponding variation drawn from the other sentence, and thus form a new couplet. Such being the capability of a single couplet to yield a vast number of sentences, the beginner must be content to master one at a time, and not to touch the second until he has attained perfect fluency with the first. This is a most essential law of Mastery. The above scientific arrangement of words shows the enormous advantage obtained by mastering long sentences instead of short ones.

On this subject see 'Mastery of Languages,' Chap. IV.

SPANISH AND ENGLISH COUPLETS,

Illustrating the wide range of speech obtainable by means of a few words scientifically arranged.

I.

Tell Order	the shoemaker the porter	to bring to send	me us	the boots the bill	to-day to-morrow	after before	six o'clock. nine o'clock.
Dile Mándale	al zapatero al portero	que me que nos	traiga envie	las botas la cuenta	hoy mañana	despues ántes	de las seis. de las nueve.

II.

Call Awake	my your	brother cousin	at half-past at a quarter before	eight, seven,	because he has occasion to go because he wishes to go	to his tailor's to his aunt's	and then and afterwards	to the physician's. to his banker's.
Llama á Despierta á	mi tu	hermano primo	á las ocho á las siete	y media, ménos cuarto,	pues tiene ocasion de ir pues quiere ir	á casa de su sastre á casa de su tia	y luego y despues	á la del médico. á la de su banquero.

III.

When you go out If you go out	this evening, this morning,	ask your ask my	cousin niece	when if	she will send she will allow	her little boy to pass her little girl to spend	two or three four or five	days hours	with me. with us.
Cuando V. salga Si V. sale	esta tarde, esta mañana,	pregúntele V. á su pregúntele V. á mi	prima sabrina	cuando si	enviará mandará	su niño á pasar su niña á pasar	dos ó tres cuatro ó cinco	dias horas	conmigo. con nosotros.

IV.

How much / What	must I / must we	give / pay	for a carriage / for a cab	to convey / to take	my / your	servant / sister	and her luggage / and the children	to the station? / to the hotel?
¿ Cuánto / ¿ Qué	debo / debemos	dar / pagar	por un carruaje / por un simon	para trasportar / para llevar	á mi / á la	criada / hermana	y su hato / de V. / y los niños	á la estacion? / á la fonda?

V.

While / Now that	he is / they are	travelling / at Paris	I shall spend / I hope to spend	two or three / four or five	months / weeks	with my / with your	friend / uncle	the young / the old	clergyman. / tutor.
Miéntras que / Ahora que	él está / ellos están	en viage / en París	yo pasaré / espero ir á pasar	dos ó tres / cuatro ó cinco	meses / semanas	con mi / con el	amigo / tio de V.	el jóven / el antiguo	eclesiástico. / ayo.

VI.

Will / Can	your father / his brother	read / examine	this morning / this evening	the letters / the lists	which I wrote / which I copied	for him / for you	yesterday? / the day before yesterday?
¿ Querrá / ¿ Podria	su padre de V. / el hermano de él	leer / examinar	esta mañana / esta tarde	las cartas / las listas	que escribí / que le copié	para él / á V.	ayer? / ántes de ayer?

VII.

Do you know / Can you say	when / whether	your / their	brother / father	will return / will bring	me / us	my / the	four / five	French / Spanish	books / journals	which I left for him / which we lent him	more than / nearly	ten / six	days ago? / weeks ago?
¿ Sabe V. / ¿ Podria V. decir	cuando / si	su hermano / el padre de ellos	me / nos	devolverá / traerá	mis / los	cuatro / cinco	libros / periódicos	en francés / españoles	que le dejé / que le prestamos	hace mas de / hace cerca de	dies / seis	dias? / semanas?		

PAREJAS ESPAÑOLAS É INGLESAS de las que se ha de hacer uso segun las DIRECCIONES siguientes.

Apréndase de memoria la primera pareja, empleando á lo menos tres asentadas de á diez minutos cada una; altérnense las palabras de arriba con las de abajo en cualquiera seccion de la pareja española una á la vez, y cada frase alterada tradúzcase por su turno de palabra y no por escrito. Hágase lo mismo con dos ó mas secciones promiscuamente, hasta haber adquirido completa facilidad en recitar verbalmente los equivalentes ingleses de cada una de las frases alteradas.

Este ejercicio será en sumo grado útil á aquellos que han estudiado una lengua sin aprender el modo de hablarla. La extraordinaria rapidez con la que á veces consiguen hablar idiomas estrangeros los que se dan al estudio de las lenguas proviene de que ellos recurren por instinto al hábito de alternar los vocablos y cláusulas de las *pequeñas frases* que han aprendido de memoria.

Las parejas admiten variaciones que se acrecientan en progresion geométrica conforme al número de sus secciones—así, la primera produce 256 variaciones,

la segunda . . .	512
la tercera	1,024
la cuarta	512
la quinta	1,024
la sexta	512
la séptima . . .	16,000

Estas variaciones se obtienen mudando de un renglon al otro las palabras de cada pareja. Tambien se consiguen trasponiendo las voces de cada frase, pudiendo aparearse semejante variacion con la correspondiente sacada de la otra frase en la pareja. Siendo tal la capacidad de una sola pareja para producir un crecido número de frases, deben los principiantes contentarse con vencer una á la vez, y no pasar á la segunda hasta haberse bien impuesto en la primera. Esta es una de las reglas mas esenciales de la Maestría. Este arreglo científico de las voces demuestra la enorme ventaja que se obtiene en llegar á bien poseerse de las frases largas en vez de las *cortas.*

THE MASTERY SERIES.

SPANISH.

A MANUAL OF SPANISH FOR ENGLISHMEN

AND OF

ENGLISH FOR SPANIARDS

FIRST SENTENCE.

Why will you not, gentlemen, do me the favour of coming with me to-morrow to pay a visit to our friend's brother (who lives in Main Street), and to see his daughters?

Section I.

Why will you not, gentlemen . . .

Variations.

1. What do you want, gentlemen?
2. Will your worships . . . ?
3. What do you want, sir?
4. Do you not want . . . ?
5. Why will you not, sir?
6. No, sir! Will you not?

II.

. . . do me the favour . . .

7. Sir, will you do me the favour?
8. Will you not do me the kindness, gentlemen?
9. Why are you not willing to do me the service?
10. Because the gentleman does not wish to do me the favour.
11. What do you want to do, gentlemen?
12. Does not the gentleman want cigars?

FRASE PRIMERA.

Seccion I.

¿Porqué no quieren Ustedes,[1] señores . . .
For-what not will ye, gentlemen . . .

Variantes.

1. ¿Qué quieren Ustedes (*or* Vds.), señores?
2. ¿Quieren Ustedes (*for* Vuestras Mercedes)?
3. Señor, ¿qué quiere Usted (V. *or* Vd.)?
4. ¿No quieren Ustedes (Vds. *or* VV.)?
5. ¿Porqué no quiere Usted (Vd. *or* V.), señor?
6. ¡No, señor! ¿No quiere V.?

II.

. . . hacerme el favor . . .
. . . *to-do-me the favour* . . .

7. Señor, ¿quiere Vd. hacerme el favor?
8. ¿No quieren Vds. hacerme el favor, señores?
9. ¿Porqué no quiere V. hacerme el servicio?
10. Porque el señor no quiere hacerme el favor.

11. ¿Qué quieren Vds. hacer, señores?
12. ¿No quiere el señor cigarros?

[1] A contraction for *Vuestras Mercedes*, your Worships.

III.

. . . of coming with me to-morrow to pay a visit . . .

13. Will you pay some visits with me to-morrow?
14. Will you do me the favour of going with me?
15. Will you not come with me to pay a visit to-morrow?
16. Will you not come with me to-morrow to visit the gentleman?
17. Why will you not go with me to-morrow?
18. Why will you not do me the favour of accompanying me to-morrow to pay a visit?

IV.

. . . to our friend's brother . . .

19. Why will you not come and call on our brother's friend?

20. Will not your brother favour me by going to call on our friend's brother?
21. Gentlemen, do you wish to come and call on our friend?

22. Come with me to call on my friend's brother to-morrow.

23. Because the gentleman wishes to pay a visit to your friend's brother.
24. Will your friend come with me to the hospital to pay a visit to my brother?

V.

. . . who lives in Main Street, and to see his daughters?

25. Why not go to-morrow to see our friend's daughters?
26. Do you wish to go in the morning to call on our friend who lives in Main Street?
27. Come to-morrow with my brother to see my friend and his daughters.
28. Will you come with me to see my brother and his eldest daughter in Main Street?
29. Gentlemen, will you go with me to visit my friends' sons who live in our street?
30. Will you come with his sister to Main Street to see my *daughters and my elder* brother?

III.

... de venir conmigo mañana á hacer una visita ...

... of to-come with-me to-morrow to to-make one visit ...

13. ¿ Quiere V. hacer visitas conmigo mañana ?
14. ¿ Quiere Vd. hacerme el favor de ir conmigo ?
15. ¿ No quiere V. venir conmigo á hacer una visita mañana ?
16. ¿ No quiere Vd. venir conmigo mañana á visitar al señor ?
17. ¿ Porqué no quiere Vd. ir conmigo mañana ?
18. ¿ Porqué no quieren VV. hacerme la merced de venir conmigo mañana á hacer una visita ?

IV.

... al hermano de nuestro amigo ...

... to-the brother of our friend ...

19. ¿ Porqué no quiere V. venir á visitar al amigo de nuestro hermano ?
20. ¿ No quiere el hermano de Vd. hacerme el favor de ir á visitar al hermano de nuestro amigo ?
21. Señores, ¿ quieren VV. venir á hacer una visita á nuestro amigo ?
22. Ven conmigo mañana á hacer una visita al hermano de mi amigo.
23. Porque el señor quiere hacer una visita al hermano del amigo de Vd.
24. ¿ Quiere el amigo de V. venir conmigo al hospital, á hacer una visita á mi hermano ?

V.

... que vive en la calle Mayor, y á ver á sus hijas ?

... who lives in the street Main, and to see to his daughters ?

25. ¿ Porqué no ir mañana á ver á las hijas de nuestro amigo ?
26. ¿ Quiere V. ir de mañana á ver á nuestro amigo que vive en la calle Mayor ?
27. Ven mañana con mi hermano á ver á mi amigo y á sus hijas.
28. ¿ Quiere V. venir conmigo á la calle Mayor para ver á mi hermano y á su hija mayor ?
29. ¿ Quieren Vds., señores, ir conmigo á visitar á los hijos de mis amigos que viven en nuestra calle ?
30. ¿ Quiere V. venir con su hermana á la calle Mayor para ver á mis hijas y á mi hermano mayor ?

SECOND SENTENCE.

Have you not to go to London to-day, before three in the afternoon, to buy some gloves, and to select some jewels for your wife in the Bazaar, and to order also some boots at the French boot-shop?

VI.

Have you not to go to London to-day . . .

31. Why have you to go to call on our friend's sister in the morning?

32. Will you go to-morrow with me to Madrid, to pay a visit to my friend's daughter?

33. Had not his daughters to go to-day to visit our brother's friend who lives in Oxford Street?

34. Would you not like, sir, to go to London to-day and see our brother's friend?

35. Will you come with me to our street to pay a visit to his friend's daughter?

36. My sister will have to pay a visit to her elder brother in the morning.

VII.

. . . before three in the afternoon, to buy some gloves . . .

37. Had you not to go from Paris to Madrid to-morrow at three o'clock in the afternoon?

38. His daughters will have to go to Main Street before three in the afternoon.

39. Our friend's elder sister wishes to go with me to-morrow to buy some gloves.

40. Would you like to come with me and my sister to-morrow before three o'clock in the afternoon?

41. Will you oblige me by going to-day with my children to pay a visit to our brother?

42. Has not our friend's sister to go to Paris to-morrow to buy *some gloves?*

FRASE SEGUNDA.

VI.

¿No tiene V. que ir hoy á Lóndres . . .
Not have you that to-go to-day to London . . .

31. ¿Porqué tiene V. que ir por la mañana á ver á la hermana de nuestro amigo?

32. ¿Quieren Vds. ir mañana conmigo á Madrid á hacer una visita á la hija de mi amigo?

33. ¿No tenian sus hijas que ir hoy á visitar á la amiga de nuestro hermano que vive en la calle de Oxford?

34. ¿No querria V., señor, ir á Lóndres á ver hoy al amigo de nuestro hermano?

35. ¿Querrán Vds. venir conmigo á nuestra calle á visitar á la hija de su amigo?

36. Mi hermana tendrá que hacer una visita á su hermano mayor por la mañana.

VII.

. . . ántes de las tres de la tarde, á comprarse guantes . . .
. . . before of the three of the evening, for to-buy-self gloves . . .

37. ¿No tenia V. que ir mañana á las tres de la tarde de París á Madrid?

38. Sus hijas tendrán que ir á la calle Mayor ántes de las tres de la tarde.

39. La hermana mayor de nuestro amigo quiere ir conmigo mañana á comprarse guantes.

40. ¿Querrian Vds. venir conmigo y con mi hermana mañana ántes de las tres de la tarde?

41. ¿Querrá V. hacerme el favor de ir hoy con mis hijos á hacer una visita á nuestro hermano?

42. ¿No tiene la hermana de nuestro amigo que ir mañana á París, *á comprarse guantes*?

VIII.

. . . and to select some jewels for your wife in the Bazaar . . .

43. Would your friend's daughters like to go to the Bazaar to select a trinket for my sister?

44. My elder brother would like to go to-day to buy some gloves for his friend's wife.

45. The elderly lady who will start for Madrid to-morrow wishes to select some jewels for my friend.

46. My elder sister would like to buy the jewels which my brother's friend has selected in the Bazaar.

47. The captain has purchased for his eldest sister those trinkets which we selected for your wife.

48. Will you go with our friend to-morrow to buy some gloves for my elder son?

IX.

. . . and to order also some boots at the French boot-shop?

49. Will your brother do me the favour to go with my son to order some boots at the French boot-shop?

50. In what street is the French boot-shop, that I may go and select some boots?

51. The daughters of the elderly lady wish to buy some gloves at the French Bazaar.

52. My sisters wish to go and call on the friend of the lady who selected the jewels for them.

53. My elder brother's wife would like to go to-morrow to the boot-shop and order some boots.

54. The Bazaar and the French boot-shop are also in the street *where my brother's friends* live.

VIII.

. . . y escoger en el Bazar unas joyas para su señora . . .
. . . *and to-select in the Bazaar some jewels for your wife* . . .

43. ¿ Querrian las hijas del amigo de V. ir al Bazar á escoger una oya para mi hermana ?

44. Mi hermano mayor quisiera ir hoy á comprar unos guantes para a señora de su amigo.

45. La señora mayor que irá á Madrid mañana quiere escoger unas oyas para mi amiga.

46. Mi hermana mayor querria comprar las joyas que el amigo de mi hermano escogió en el Bazar.

47. Las joyas que escogimos para su señora las compró el capitan para su hermana mayor.

48. ¿ Querrá V. ir mañana con nuestro amigo á comprar unos guantes para mi hijo mayor ?

IX.

. . . y tambien para encargarse botas en la zapatería francesa ?
. *and also to order boots at the boot-shop French ?*

49. ¿ Querrá su hermano tener la complacencia de ir con mi hijo á encargar unas botas á la zapatería francesa ?

50. ¿ En qué calle está la zapatería francesa para ir á escoger unas botas ?

51. Las hijas de la señora mayor quieren comprarse guantes en el Bazar francés.

52. Mis hermanas quieren ir á hacer una visita á la amiga de la señora que les escogió las joyas.

53. La señora de mi hermano mayor querria ir mañana á la zapatería para encargarse unas botas.

54. El Bazar y la zapatería francesa están tambien en la calle en que viven los amigos de mi hermano.

XII.

. . . to the Bank after breakfast . . .

67. My brother wants to go to the Palace after breakfast.

68. How much must I give this coachman for taking me to the new Bank?

69. How much does the coachman want for taking my sister to the glover's in Atccha Street?

70. Will you do me the favour of going with my father and my brothers to Cadiz Street?

71. My father wants to go to see his friends before breakfast, and to the Bank afterwards.

72. I shall not breakfast to-day before I go with my friend and her daughter to the new Bank.

XIII.

. . . and bring him back home . . .

73. What shall I have to give the coachman for taking my brother to the Escurial and bringing him home again?

74. My father has to go to the Bazaar and bring my sister her new gloves which she purchased to-day.

75. Have you not to go to London to-day, to breakfast with my sister's friend?

76. My father does not wish to go and breakfast with our friend's sister to-day.

77. Coachman, how much do you want for taking me to the boot-maker's and bringing me back home?

78. Had he not to go to-day before three o'clock to the French *boot-shop, and also to the* glove-shop?

XII.

... al Banco despues del almuerzo ...
... *to-the Bank after of-the breakfast* ...

67. Mi hermano quiere ir á Palacio despues del almuerzo.

68. ¿Cuánto tengo que dar á este cochero por llevarme al Banco nuevo?

69. ¿Cuánto quiere el cochero por llevar á mi hermana á la guantería en la calle de Atocha?

70. ¿Quiere V. hacerme la merced de ir con mi padre y mis hermanos á la calle de Cádiz?

71. Mi padre quiere ir á ver á sus amigos ántes del almuerzo, y al Banco despues.

72. Hoy no almorzaré ántes de ir con mi amiga y su hija al Banco nuevo.

XIII.

... y traerle de vuelta á casa ...
... *and to-bring-him of return to home* ...

73. ¿Qué tendré que dar al cochero por llevar á mi hermano al Escurial y traerle de vuelta á casa?

74. Mi padre tiene que ir al Bazar para traer los guantes que se ha comprado hoy mi hermana.

75. ¿No tiene V. que ir hoy á almorzar á Lóndres con la amiga de mi hermana?

76. Mi padre no quiere ir hoy á almorzar con la hermana de nuestra amiga.

77. Cochero, ¿cuánto quieres por llevarme á la zapatería y traerme de vuelta á casa?

78. ¿No tenia él que ir hoy ántes de las tres á la zapatería francesa, y tambien á la guantería?

XIV.

. . . between five and six o'clock in the afternoon?

79. My brother ought to go to the jeweller's between three and five in the afternoon.

80. Ladies, do you design going with my wife and sister to the glove-shop between three and six?

81. My sister wants to go out in her carriage to New Street to-morrow at six in the evening.

82. My father and my sister want the carriage to pay some visits to-day before six o'clock.

83. I have to go to-day to visit my French friend between three and five in the afternoon.

84. Coachman, the carriage, for my father wishes to go to the Bank after breakfast.

FOURTH SENTENCE.

Young man, tell the waiter, if you please, to bring me every morning, without fail, at half-past seven o'clock, or earlier if possible, a jug of hot water, a cup of coffee and milk, and my clothes well brushed.

XV.

Young man, ask the waiter . . .

85. Why will you not come out with me in the carriage to the French Bazaar?

86. This waiter has to go to the Bank before breakfast, and then to the boot-shop.

87. How much does my sister owe you for the six pairs of gloves which she wants to send to Rodrigo?

88. My brother's coachman has to go to New Street at five o'clock in the morning.

89. My Irish servant must go to see his father to-morrow evening at six o'clock.

90. Young man, tell the porter that he must go for my boots to *the boot-shop before breakfast.*

XIV.

... entre las cinco y las seis de la tarde?
... between the five and the six of the afternoon?

79. Mi hermano tiene de ir á la casa del joyero entre las tres y las cinco de la tarde.

80. ¿Quieren Vds., señoras, ir con mi mujer y mi hermana á la guantería entre las tres y las seis?

81. Mi hermana quiere ir en su carruaje á la calle Nueva mañana á las seis de la tarde.

82. Mi padre y mi hermana quieren hoy el carruaje para hacer visitas ántes de las seis.

83. Tengo de ir hoy á visitar á mi amigo el francés entre las tres y las cinco de la tarde.

84. El carruaje, ¡cochero! pues mi padre se quiere ir al Banco despues de almorzar.

FRASE CUARTA.

XV.

Jóven, sirvase V. decir al criado...
Young-man, please you to-tell to-the waiter...

85. ¿Porqué no vendrá V. en el coche conmigo al Bazar francés?

86. Este criado tiene que ir al Banco ántes del almuerzo, y á la zapatería despues.

87. ¿Qué es lo que mi hermana le debe á V. por los seis pares de guantes que ella quiere enviar á Rodrigo?

88. El cochero de mi hermano tiene que ir á las cinco de la mañana á la calle Nueva.

89. Mañana á las seis de la tarde tiene que ir mi criado irlandés á ver á su padre.

90. Jóven, sirvase V. decir al portero que ántes del almuerzo vaya á por mis botas á la zapatería.

XVI.

. . . to bring me every morning, without fail . . .

91. My brother has to call on my friend the Austrian at half-past five, without fail.

92. Tell the servant that the coachman is to go with the carriage to my sister's house.

93. Bring the carriage for my father every day, without fail, at three o'clock.

94. Young man, my brother wants you to bring him his boots and some cigars.

95. Doctor, do me the favour of going every day to see my father, without fail.

96. Why will you not do me the favour to mention it to the servant of my Polish friend?

XVII.

. . . at half-past seven, or earlier, if possible . . .

97. Go and call on my friend at half-past seven, taking your guitar with you.

98. Young man, bring me my boots and some tea or coffee every day before seven.

99. Bring my father's carriage to the Maltese jeweller's at six P.M.

100. It is necessary that you should go to London every day, between six and seven in the morning, or earlier.

101. Tell me whether I must go to Seville before or after breakfast.

102. I want this coachman to take me to the captain-general's *house, and to bring me home* again before midday.

XVI.

. . . que me traiga todas las mañanas, sin falta . . .
. . . *that me he-may-bring all the mornings, without fail* . . .

91. Mi hermano tiene que ir sin falta á las cinco y media á ver á mi amigo el austríaco.

92. Dígale V. al criado que el cochero vaya con el coche á la casa de mi hermana.

93. Traigale V. á mi padre el carruaje todos los dias, sin falta, á las tres de la tarde.

94. Jóven, mi hermano necesita sus botas y que le traiga V. unos cigarros.

95. Doctor, sirvase V. ir á visitar á mi padre todos los dias, sin falta.

96. ¿Porqué no quiere V. hacerme la merced de decirselo al criado de mi amigo el polaco?

XVII.

. . . á las siete y media, ó mas temprano si puede ser . . .
. . . *at the seven and half, or more early if can be* . . .

97. Á las siete y media vayase V. á casa de mi amigo, y llevese consigo la guitarra.

98. Jóven, todos los dias ántes de las siete traigame V. con las botas ya té ya café.

99. Traiga V. el carruaje de mi padre á la joyería maltesa á las seis de la tarde.

100. Es necesario que vaya V. á Lóndres todos los dias entre las seis y las siete de la mañana, ó mas temprano.

101. Dígame V. si tengo que ir á Sevilla ántes ó despues del almuerzo.

102. Necesito que este cochero me lleve á la capitanía general, y me traiga de vuelta á casa ántes del mediodia.

XVIII.

. . . a jug of hot water . . .

103. Tell the waiter to bring me a jug of water with my boots at 7 A.M.

104. Boy, do me the favour of taking a jug of hot water to my sister at seven o'clock.

105. Tell him to bring hot water to-morrow to my dormitory at six, or, if possible, at five.

106. Francis, tell the coachman to go to the jeweller's, to bring my wife to our hotel.

107. Tell the waiter, my friend's father requires his hot water at half-past five.

108. After having made a visit, my wife must go to the boot-shop and to the glove-shop.

XIX.

. . . a cup of coffee with milk . . .

109. Will you have a cup of tea or a cup of coffee and milk?

110. My sister desires to take either a cup of coffee with hot milk, or a cup of tea with cream.

111. How much ought I to give for these boots and gloves? How much did you give for yours?

112. Every morning you must bring me with my boots a jug of hot water.

113. Tell the servant to bring my father to-morrow at half-past seven, or before, if he can, a cup of coffee.

114. *Sir,* will you accompany me and my sister to the Opera?

XVIII.

. . . un jarro de agua caliente . . .
. . . *a jug of water hot* . . .

103. Dígale V. al criado de traerme á las siete de la mañana un jarro de agua con mis botas.

104. Hazme el favor, muchacho, de llevarle á mi hermana un jarro de agua caliente á las siete de la mañana.

105. Dígale V. que mañana á las seis ó á las cinco, si puede ser, lleve á mi dormitorio agua caliente.

106. Francisco, díle al cochero que vaya á la casa del joyero á por mi mujer y la traiga á nuestra fonda.

107. Díle al criado que el padre de nuestro amigo necesita agua caliente á las cinco y media.

108. Mi esposa tiene que ir á la zapatería y á la guantería, despues de haber hecho una visita.

XIX.

. . . una taza de café con leche . . .
. . . *a cup of coffee with milk* . . .

109. ¿Quiere V. tomar una taza de té ó de café con leche?

110. Mi hermana desea tomar una taza de café con leche caliente, ó una taza de té con crema.

111. ¿Cuánto debo dar por estas botas y esos guantes? ¿Cuánto ha dado V. por los suyos?

112. Todas las mañanas tiene V. que traerme con mis botas un jarro de agua caliente.

113. Dígale Vd. al criado que mañana á las siete y media, ó ántes, le traiga á mi padre una taza de café.

114. ¿Quiere V., señor, acompañarnos á la Opera á mi hermana y á mí?

XX.

. . . and my clothes well brushed.

115. Bring me every day, before half-past seven in the morning, a jug of water.

116. Do not bring my sister any coffee, but chocolate with hot milk.

117. This Portuguese shoemaker resides in Cadiz Street, and the Swiss glover in Malaga Street.

118. My father desires you to go with him to his house in Barcelona in the carriage he has just purchased.

119. My dear sir, tell the waiter to bring me some very hot coffee and milk for breakfast.

120. Tell, also, the servant to have the inside of the carriage well brushed, and to bring it at half-past ten o'clock.

FIFTH SENTENCE.

If you go out with my mother-in-law, ask the bookseller, on your way, when he will send us the English book which she bought three or four days ago.

XXI.

If you go out with my mother-in-law . . .

121. Do you go out every day in your carriage, accompanied by the Brazilian colonel?

122. Will you do me the favour, if you go out before four, to visit my mother-in-law?

123. I want a cup of chocolate and milk for my mother, and a jug of hot water for myself.

124. How much must my brother give this coachman to take him to my Dutch friend's?

125. No. I have to go and visit my father, and then to call on a friend living in Malaga Street.

126. If you go out early, will you tell the glover to bring me six *pairs of gloves?*

XX.

. . . y mi ropa bien acepillada.
. . . *and my clothes well brushed.*

115. Traigame V. todos los dias un jarro de agua ántes de las siete y media de la mañana.

116. No tienes que traerle á mi hermana café, sino chocolate con leche caliente.

117. El zapatero portugués vive en la calle de Cádiz, y el guantero suizo en la de Málaga.

118. Mi padre quiere que vaya V. con él á su casa de Barcelona en el coche que ha comprado.

119. Mi buen señor, dígale V. al criado que me traiga para almorzar café con leche muy caliente.

120. Dígale V. tambien al criado de acepillar bien el interior del coche y de traermelo á las diez y media.

FRASE QUINTA.

XXI.

Si Vd. sale con mi suegra . . .
If you go-out with my mother-in-law . . .

121. ¿ Sale V. todos los dias en su coche en compañía del coronel brasileño ?

122. Si V. sale ántes de las cuatro, ¿ quiere V. hacerme el favor de ir á visitar á mi suegra ?

123. Necesito una jícara de chocolate con leche para m madre, y un jarro de agua caliente para mí.

124. ¿ Cuánto tiene que dar mi hermano á este cochero por llevarle á la casa de mi amigo el holandés ?

125. No. Tengo que ir á visitar á mi padre, y despues á ver á un amigo que vive en la calle de Málaga.

126. Si V. sale temprano, ¿ quiere V. decirle al guantero de traermos seis pares de guantes ?

XXII.

. . . ask the bookseller on your way . . .

127. Ask the shoemaker, if you please, as you pass, whether he can bring my mother's little boots to-day.

128. My brother cannot go to the bookseller's to-day, because he has something to do at home.

129. Can you go for me to the Bazaar before three, to inspect my wife's jewels and ornaments?

130. Tell the man-servant to bring my brother a cup of hot coffee before bringing me my boots.

131. How much do I owe you, my good man, for driving me to the admiral's with my three brothers?

132. Ask my brother's servant what he wants to bring in the carriage from the captain's new house.

XXIII.

. . . when he will send us . . .

133. Tell me, my friend, when will you send us the books and the ornaments which are under your care?

134. My brother will send you the book from his house before seven o'clock to-morrow evening.

135. I wonder whether the bookseller will send all the books from Pampeluna to-day without fail?

136. He wants you to ask the shoemaker how much he owes him for the boots which he sent to-day.

137. If you like the admiral, why do you not thus oblige him?

138. Tell him, if you please, that my father will send the cigars *to-morrow without fail.*

XXII.

... pregunte V. de paso al librero ...
... *ask you of way to-the bookseller* ...

127. Sírvase V. preguntar de paso al zapatero si puede traer hoy los botines de mi madre.

128. Mi hermano no puede ir hoy á la librería, porque tiene que hacer en casa.

129. ¿Puede V. hoy ántes de las tres ir á por mí al Bazar, para examinar las joyas y adornos de mi señora?

130. Dígale V. al criado que ántes de traerme las botas le sirva á mi hermano una taza de café caliente.

131. ¿Qué le debo á V., buen hombre, por llevarme con mis tres hermanos á la casa del almirante?

132. Pregúntele V. al criado de mi hermano que quiere traer en el carruaje de la casa nueva del capitan.

XXIII.

... cuándo nos enviará ...
... *when us he-will-send* ...

133. Dígame, V., mi amigo, ¿cuándo nos enviará los libros y adornos que están bajo su custodia?

134. Mañana ántes de las siete de la tarde le enviará á V. mi hermano el libro desde su casa.

135. ¿Si enviará hoy sin falta el librero todos los libros desde Pamplona?

136. Él quiere que V. pregunte al zapatero lo que le debe por las botas que le ha enviado hoy.

137. Si V. quiere al almirante, ¿porqué no le hace V. ese favor?

138. Tenga V. la complacencia de decirle que mi padre enviará los cigarros mañana sin falta.

XXII.

. . . ask the bookseller on your way . . .

127. Ask the shoemaker, if you please, as you pass, whether he can bring my mother's little boots to-day.

128. My brother cannot go to the bookseller's to-day, because he has something to do at home.

129. Can you go for me to the Bazaar before three, to inspect my wife's jewels and ornaments?

130. Tell the man-servant to bring my brother a cup of hot coffee before bringing me my boots.

131. How much do I owe you, my good man, for driving me to the admiral's with my three brothers?

132. Ask my brother's servant what he wants to bring in the carriage from the captain's new house.

XXIII.

. . . when he will send us . . .

133. Tell me, my friend, when will you send us the books and the ornaments which are under your care?

134. My brother will send you the book from his house before seven o'clock to-morrow evening.

135. I wonder whether the bookseller will send all the books from Pampeluna to-day without fail?

136. He wants you to ask the shoemaker how much he owes him for the boots which he sent to-day.

137. If you like the admiral, why do you not thus oblige him?

138. Tell him, if you please, that my father will send the cigars *to-morrow without fail.*

XXIV.

... el libro en inglés que ella compró ...
... the book in English which she bought ...

139. Tiene V. que ir á preguntar á la librería lo que debe mi padre por todos los libros que ha comprado.

140. ¿Cuándo compró V. esos libros, y qué es lo que V. dió por ellos?

141. Dígale V. al criado de traerme una taza de café y el libro que ha comprado mi hermano esta tarde.

142. ¿Ha comprado V. el libro en francés que mi hermano y su amigo querian examinar?

143. Si V. puede ir á la librería italiana ántes de las siete y media, traigase V. los diarios que mi padre ha comprado esta mañana.

144. ¿Quiere V. llevar esto á su amigo, y preguntarle cuándo me enviará el carruaje?

XXV.

... hace tres ó cuatro dias.
... it makes three or four days.

145. Vaya V. á informarse á la calle de Salamanca cuándo enviará el librero los libros á nuestra casa.

146. Dígale V. al criado de hacerme el favor de ir á preguntar por mi amigo el americano.

147. ¿Que hace V. y su amigo el belga por la mañana ántes del almuerzo?

148. Al pasarse por la tardecita ¿querrá V. llevarle á su hermana este libro en español?

149. No importa; dígale V. que hace dos ó tres dias que compró mi madre aqueste para él.

150. Ella no preguntó al bibliotecario por libros españoles, sino por franceses y rusos.

SIXTH SENTENCE.

The old man-servant looked very cross when he came in last night to clear the table, and to fetch our letters to put them in the post-office.

XXVI.

The old man-servant looked . . .

151. Oh! yes, he is very old, older than he appears.

152. It is but six days since he bought the books and sent them for our inspection.

153. Tell your servant that my father desires him to bring hot tea every morning.

154. My sister is to be married to-morrow morning at ten, in the Cathedral.

155. My brother resembles my mother very much, but he is not like my father.

156. I think it is late to go to the Opera, unless he can set out before seven o'clock.

XXVII.

. . . very cross . . .

157. This old man's son is going to marry to-morrow, and he appears to be very cross about it.

158. I have not dined at home for three days, but I shall dine at home to-morrow.

159. How well your sister looked this morning, in the general's carriage, at the review of the troops!

160. When the man-servant brings the clothes, tell him to bring the breakfast, as I want to go out early.

161. My father is very cross this morning, and wants to go to the hotel before breakfast.

162. What edifices and what manufactories are there in this town *that I can visit before* five in the evening?

FRASE SESTA.

XXVI.

El criado viejo parecia . . .
The man-servant old appeared . . .

151. ¡Oh! si, es muy anciano, mas anciano de lo que parece.

152. No ha mas de seis dias que compró los libros, y los envió para que los examinásemos.

153. Diga V. á su criado que mi padre quiere que todas las mañanas le traiga el té caliente.

154. Mi hermana se va mañana á casar en la Catedral á las diez de la mañana.

155. Mi hermano es muy parecido á mi madre, pero no se parece á mi padre.

156. Me parece que es tarde para ir á la Opera, á no ser que él pueda marcharse ántes de las siete.

XXVII.

. . . estar muy enfadado . . .
. . . *to-be very ill-tempered . . .*

157. El hijo de ese anciano se va á casar mañana, y por eso parece estar tan enfadado.

158. Hace tres dias que no como en casa, pero comeré en ella mañana.

159. Esta mañana, á la revista de las tropas, ¡que bien parecia su hermana de V. en la carroza del general!

160. Cuando el criado traiga la ropa, dígale V. de servirme el almuerzo, pues tengo que salir temprano.

161. Mi padre está muy enfadado esta mañana, y quiere ir á la fonda ántes del almuerzo.

162. ¿Qué edificios y fábricas hay en esta villa que yo pueda visitar ántes de las cinco de la tarde?

XXVIII.

. . . when he came in last night . . .

163. Why did not the waiter come to brush our clothes before six in the morning?

164. How poorly my father looked last night when he arrived from England!

165. How many days is it since our antique companion came to see his friends?

166. When the doctor sends my sister's medicine, ask the bearer how much I owe for it.

167. As you did not come to dinner last night, what do you wish me to say to my father when he asks me about you?

168. I do not think that I shall call on him, because he is in a bad humour to-day.

XXIX.

. . . to clear the table and to take our letters . . .

169. Tell the man-servant to bring us our letters from the Consulate every day before breakfast.

170. Did the man-servant come regularly for the letters every day before seven o'clock?

171. Do me the favour to take that French book off the table and take it to the library.

172. Do you think I ought to offer it to my friend who came to see me three or four days ago?

173. My father looks very cross this morning, and it must be because the man-servant did not come early.

174. If all these books and gloves are yours, why do you not take *them?*

XXVIII.

. . . cuando vino anoche . . .
. . . *when he-came last-night* . . .

163. ¿Porqué no vino el criado á acepillar la ropa ántes de las seis de la mañana?

164. ¡Que mal parecia mi padre anoche cuando llegó de Inglaterra!

165. ¿Cuántos dias ha desde que nuestro antiguo compañero ha venido á ver á sus amigos?

166. Cuando envie el médico la medicina de mi hermana, pregunta al portador cuanto le debo por ella.

167. Como V. no vino á comer anoche, ¿qué quiere V. que le diga á mi padre cuando me pregunte por V.?

168. No me parece que iré á verle, porque está muy enfadado hoy.

XXIX.

. . . á levantar la mesa y á recoger nuestras cartas . . .
. . . *to clear the table and to fetch our letters* . . .

169. Dígale V. al criado que todos los dias nos traiga del Consulado las cartas ántes del almuerzo.

170. ¿Vino el criado puntualmente todos los dias á recoger las cartas ántes de las siete?

171. Hágame V. el favor de recoger ese libro en francés que está en la mesa y de llevarlo á la biblioteca.

172. ¿Le parece á V. que yo deba ofrecerselo al hermano mio que ha tres ó cuatro dias vino á visitarme?

173. Esta mañana parece estar muy enfadado mi padre, tal vez porque no vino temprano el criado.

174. Si son de V. todos esos libros y guantes, ¿porqué no se los lleva?

XXX.

. . . to put them in the post-office.

175. If the young lady had had a friend with her, she would have walked to the jeweller's and chosen some jewels for herself.

176. Do me the favour of going to the post-office after breakfast for the letters.

177. Tell the servant he must post these letters for Madrid very early in the morning.

178. Do you think I ought to go to the boot-shop before going to the Rotundo?

179. I think you ought not to go for the books in his care, but to take the letters to the post-office.

180. Oblige me by telling the servant to bring me a cup of chocolate before clearing the table.

SEVENTH SENTENCE.

Do you know the name of that very rich English lady who lives near the new bridge, in the same house where there is a Spanish family and a young German painter?

XXXI.

Do you know the name of . . .

181. Without doubt, the gloves from which she is now selecting are better than any of yours, or of mine, or of hers.

182. Do you know the name of the man who entered the boot-store and asked for your cousin the captain of engineers?

183. The servant will take the letters to the post after he has brushed my father's clothes.

184. Tell my sister that the glover will send two pairs of gloves this evening.

185. How ill my friend appeared to be last night when she came to our house from the theatre!

186. How many days is it since the ancient Spaniard came from *Madrid to accompany* you to the Consulate?

XXX.

... para ponerlas en el correo.
... for to-put-them in the post-office.

175. Si la señorita hubiese tenido alguna amiga que la acompañase, se hubiera ido á la joyería á escogerse unas alhajas.

176. Despues de almorzar, sirvase V. ir al correo á recoger las cartas.

177. Dígale V. al criado que tiene que ir mañana muy temprano á poner en el correo estas cartas para Madrid.

178. ¿Le parece á V. que yo deba ir á la zapatería ántes de ir á la Rotunda?

179. Me parece que V. no debe ir á recoger los libros que están á su cuidado, sino á llevar las cartas al correo.

180. Hagame V. la gracia de decir al criado que ántes de levantar la mesa me traiga una jícara de chocolate.

FRASE SÉTIMA.

XXXI.

¿Sabe Vd. como se llama...
Know you how herself calls...

181. Sin duda alguna, los guantes que ella está ahora escogiendo son mejores que los de V., los mios, ó los de ella.

182. ¿Sabe V. como se llama el hombre que entró en la zapatería á preguntar por su primo de V. el capitan de ingenieros?

183. El criado llevará las cartas al correo despues de haber acepillado la ropa de mi padre.

184. Dígale V. á mi hermana que al anochecer el guantero le habrá de enviar dos pares de guantes.

185. Cuando mi amiga vino anoche del teatro á nuestra casa ¡que enferma parecia estar!

186. ¿Cuántos dias hace que el anciano español vino de Madrid para ir con V. al Consulado?

XXXII.

. . . that very rich English lady . . .

187. Do you know whether that lady is English? I do not know, but I rather think she is French.

188. Tell the man-servant to bring a bottle of wine to these gentlemen, and some chocolate afterwards.

189. Madam, do you know the name of that English lady who came from New York with you?

190. Those gentlemen who came to-day to visit the Italian family are not so rich as they appear.

191. Do you know how much I must give the boatman to take me to the port and bring me back again hither?

192. To think that such a rich lady will not even give a few disused robes to her servant!

XXXIII.

. . . who lives near the new bridge . . .

193. If you live near the post-office, will you yourself or your friend take some letters for me?

194. The lady who lives near the new bridge, and who came from Cadiz, is not French but American.

195. That old house is my father's, and that one near the new bridge is mine.

196. The man-servant who lives near the new street is English, and does not speak Spanish nor Italian.

197. It is more than twelve days since my mother bought some books at the store near the American Consul's.

198. *You must go to see her to-day without fail, and before half-past seven, if possible.*

XXXII.

. . . aquella señora inglesa tan rica . . .
. . . *that lady English so rich* . . .

187. ¿Sabe V. si aquella señora es inglesa? No lo sé, pero me parece ser mas bien francesa.

188. Dígale V. al criado de traer una botella de vino á estos señores, y despues chocolate.

189. ¿Sabe V., señora, como se llama aquella dama inglesa que vino con V. de Nueva York?

190. Aquellos señores que vinieron hoy á visitar á la familia italiana no son tan ricos como parecen.

191. ¿Qué le parece á V. que debo dar al barquero por llevarme al puerto y traerme de vuelta á casa?

192. ¡Pensar que una señora tan rica no da á su criada ni siquiera unos vestidos viejos!

XXXIII.

. . . que vive cerca del puente nuevo . . .
. . . *who lives near of-the bridge new* . . .

193. Si Vds. viven cerca del correo, ¿quiere V. ó su amigo llevarme unas cartas?

194. La señora que vino de Cádiz, y vive cerca del puente nuevo, no es francesa sino americana.

195. Aquella casa antigua es de mi padre, y la que está cerca del puente nuevo es mia.

196. El criado que vive cerca de la calle nueva es inglés, y no habla ni español ni italiano.

197. Pasa de doce dias que mi madre compró unos libros en la librería que está cerca de la casa del Consul americano.

198. Hoy mismo sin falta tiene V. que ir á verla antes de las siete y *media, si* puede ser.

XXXIV.

. . . in the same house . . .

199. Do you wish to go with me to call on the Spanish lady who lives in the same street with your friend?

200. What do you think of the house my father bought two or three days ago?

201. I was ordering a pair of boots at the French boot-shop when a certain lady came in and told me where you lived.

202. Tell the lady that my sister will send her the books as soon as they bring them.

203. What! this does not seem to be the same carriage.

204. Do you know whether a lady who has three brothers in the army lives with them in this house?

XXXV.

. . . where there is a Spanish family . . .

205. Do me the favour to tell me where you bought this wine.

206. You must go this very day to call on the family who live near the National Gallery.

207. In the house where the Spanish family lives there is also an elderly lady, mother-in-law of a Frenchman.

208. Tell the French servant, if she does not know where the Spanish lady lives, to inquire of my friend.

209. Do you know where that elderly lady came from, who looks so much like my friend's eldest sister?

210. I did not order the glover to send you a dozen pairs, because *they did not appear to be* of the best quality.

XXXIV.

. . . en la misma casa . . .
. . . *in the same house* . . .

199. ¿ Quiere V. venir conmigo á ver á la señora española que vive con la amiga de V. en la misma calle ?

200. ¿ Qué le parece á V. de la casa que hace dos ó tres dias compró mi padre ?

201. Me estaba encargando un par de botas en la zapatería francesa, cuando entró una cierta señora y me dijo donde V. vivia.

202. Dígale V. á la señora que así que traigan los libros se los enviará mi hermana.

203. ¡ Como ! este no parece ser el mismo carruaje.

204. ¿ Sabe V. si una señora que tiene tres hermanos en el ejército vive con ellos en esta casa ?

XXXV.

. . . donde hay una familia española . . .
. . . *where there-is a family Spanish* . . .

205. Hágame V. el favor de decirme en donde ha comprado V. este vino.

206. Usted tiene que ir á ver hoy mismo á la familia que vive cerca de la Galería Nacional.

207. En la casa donde vive la familia española hay tambien una señora mayor, suegra de un francés.

208. Si la criada francesa no sabe en donde vive la señora española, dígale V. que vaya á preguntarselo á mi amigo.

209. ¿ Sabe V. de donde vino aquella señora mayor que tanto se parece á la hermana mayor de mi amigo ?

210. No he encargado los guantes para enviarle á V. una docena, porque no me parecian ser de la mejor calidad.

XXXVI.

. . . and a young German painter?

211. This young German painter is a great friend of my father. You ought to go to-day to call on him.

212. My sister is much younger than that lady who accompanied her.

213. Has the young attendant of the German painter gone out to take the letters to the General Post-Office?

214. The Spanish painter who arrived last night on a visit to my mother has two letters for you.

215. Girl, take the books off the table, and bring coffee and milk for these ladies.

216. So you don't know where my clothes are, boy? Ask the porter for them.

EIGHTH SENTENCE.

I have bought for less than four reals, in a large shop where everything is sold cheap, some very fine letter-paper, excellent steel pens, and a very pretty small pocket-book.

XXXVII.

I have bought for less than four reals . . .

217. I have bought a very fine painting in Bridge Street, near the theatre, for twelve reals.

218. In England one buys much better tea for twelve reals than in Spain for twenty.

219. My brother's wife has bought for less than four doubloons an antique vase and two cups.

220. The lady who came from South America is very rich; or so, at least, she appears.

221. It is ten days, more or less, since your friend who lives in Post-Office Street came to see me.

222. Little or much, it is all the servant paid for the tea and *coffee she bought yesterday.*

XXXVI.

... y un jóven pintor aleman?
... and a young painter German?

211. Vd. debe ir hoy mismo á ver á aquel jóven pintor aleman tan amigo de mi padre.

212. Mi hermana es mucho mas jóven que aquella señora que la acompañaba.

213. ¿Ha ido el jóven asistente del pintor aleman á llevar las cartas á la Administracion General de Correos?

214. El pintor español que llegó anoche de visita á casa de mi madre trae dos cartas para Vd.

215. Muchacha, quita esos libros de sobre la mesa, y trae á estas señoras café con leche.

216. ¡De modo que no sabes, muchacho, en dónde está mi ropa! Pregunta por ella al portero.

FRASE OCTAVA.

XXXVII.

He comprado por ménos de cuatro reales ...
I-have bought for less of four reals ...

217. En la calle del Puente, cerca del teatro, he comprado por doce reales una muy buena pintura.

218. En Inglaterra se compra mejor té por doce reales que en España por veinte.

219. La esposa de mi hermano ha comprado por ménos de cuatro doblones un vaso antiguo y dos tazas.

220. La señora que ha venido de la América del Sur es muy rica; ó, por lo ménos, así lo parece.

221. Hace diez dias, poco mas ó ménos, que vino á verme aquel amigo de V. que vive en la calle del Correo.

222. Poco ó mucho, es todo lo que pagó la criada por el té y café que ayer compró.

XXXVIII.

. . . in a large shop . . .

223. I have bought at a large shop in Sun Street everything my father wants to have to-day.

224. Is the house your friend sold the other day a large one?

225. My sister has been to-day to a large new shop where everything is bought very cheap.

226. My sister owes six dollars in this shop, and I owe as much at least.

227. And where is the statue my mother bought the other day in the spacious shop near the Opera?

228. What is the name of that old man who has a very large cigar-shop near the old Segovia bridge?

XXXIX.

. . . where everything is sold cheap . . .

229. Tell the servant not to go and buy the coffee in the large shop where it is sold cheap.

230. How do you do, madam? Will you go with me to-day in the carriage to buy some dresses at the large shop?

231. Is your house for sale, madam? No, sir; it is not for sale.

232. For how much have you sold your country-house, and how much do you want for the paintings?

233. Do you not think this house is about as large as that which my mother-in-law bought in Badajoz?

234. Ask him whether he knows where they bought those mules, *and whether they bought* them cheap.

XXXVIII.

... en una gran tienda ...
... *in a large shop* ...

223. He comprado en una gran tienda de la calle del Sol todo cuanto mi padre necesita hoy.

224. ¿Es grande la casa que su amigo de V. vendió el otro dia?

225. Mi hermana ha estado hoy en una nueva gran tienda en donde todo se compra muy barato.

226. En esta tienda debe mi hermana unos seis duros, y yo debo otro tanto por lo ménos.

227. ¿Y en dónde está la estatua que el otro dia compró mi madre en la gran tienda cerca de la Opera?

228. ¿Cómo se llama aquel hombre anciano que tiene una grandísima cigarrería cerca del puente viejo de Segovia?

XXXIX.

... en donde todo se vende barato ...
... *in where all itself sells cheap* ...

229. Dígale V. á la criada que no vaya á comprar el café á la gran tienda donde se vende barato.

230. ¿Cómo se halla V., señora? ¿Quiere V. que váyamos hoy en coche á comprar unos vestidos á la gran tienda?

231. ¿Tiene V., señora, su casa en venta? No, señor, no está para venderse.

232. ¿En cuánto ha vendido V. su casa de campo, y cuánto quiere V. por las pinturas?

233. ¿No le parece á V. que esta casa sea poco mas ó ménos tan grande como la que mi suegra compró en Badajóz?

234. Pregúntele V. si sabe en donde han comprado ellos las mulas, y *si las han* comprado baratas.

XL.

. . . some very fine letter-paper . . .

235. Will your courier deliver this letter, this book, and that paper to the young Spanish painter?

236. This French paper is not so fine as the English paper which we bought at Madrid.

237. After taking coffee and a cigar, will you accompany me to the Bazaar to buy some presents?

238. The young Spanish lady who lives in the same house as my mother-in-law has bought some fine letter-paper to-day.

239. The paper which you brought from the large shop is not so cheap nor so good as that you bought.

240. Do not buy cheap boots and gloves; for this reason—if they are cheap, they are not good.

XLI.

. . . excellent steel pens . . .

241. Why did you not buy your paper in the same shop where my sister bought the steel pens?

242. There are very substantial and very good boots in the French boot-store in Moon Street.

243. I want a coach to go to that large shop near the new bridge where you bought the statue.

244. What is the name of that young lady who came the other day in a handsome carriage?

245. Oh! she is the daughter of the old Spaniard who lives in the same house as my brother.

246. When and where did you choose the painting I saw in your *house nine days ago?*

XL.

. . . muy buen papel de cartas . . .
. . . *very fine paper of letters* . . .

235. ¿Querrá el correo de V. entregar al jóven pintor español esta carta, ese libro, y aquel papel?

236. Este papel francés no es tan bueno como el papel inglés que compramos en Madrid.

237. ¿Quiere V., despues de tomar el café y fumar un cigarro, venir conmigo al Bazar á comprar unos presentes?

238. La señorita española que vive en la misma casa que mi suegra ha comprado hoy buen papel de cartas.

239. El papel que ha traido V. de la gran tienda no es tan barato ni tan bueno como el que V. compró.

240. No se compre V. botas ni guantes baratos, por la razon de que si cuestan poco no son buenos.

XLI.

. . . excelentes plumas de acero . . .
. . . *excellent pens of steel* . . .

241. ¿Porqué no se compró V. el papel en la misma tienda donde compró mi hermana las plumas de acero?

242. En la zapatería francesa de la calle de la Luna hay botas muy sólidas y muy buenas.

243. Necesito un carruaje para ir á la gran tienda cerca del puente nuevo donde V. compró la estatua.

244. ¿Cómo se llama aquella señorita que vino el otro dia en un hermoso carruaje?

245. ¡Oh! es la hija del español anciano que vive en la misma casa que mi hermano.

246. ¿Cuándo y en dónde ha escogido V. la pintura que hace nueve *dias ví en su casa*?

XLII.

. . . and a very pretty small pocket-book.

247. The small pocket-book which my mother gave me on New-Year's Day has very fine steel engravings.

248. Do you not think my friend's sister, whom you met last night at the Ambassador's ball, very pretty?

249. The books which they ordered three days ago may be sent after them if we do not receive them before they set out.

250. I wish you would come with me and select some porcelain statues for two ladies, friends of mine.

251. A dollar is worth twenty reals, and twenty reals are worth four shillings.

252. My father bought last night in the new shop some very cheap steel pens and very good letter-paper.

NINTH SENTENCE.

If it is not so cold as yesterday, call my son early; but go first to see whether my cousin has arrived, and do not come to my bed-room until after eight.

XLIII.

If it is not so cold as yesterday . . .

253. Should it not be colder to-day than yesterday, I think I shall go out with my daughters to select some jewels.

254. My mother bought my friend yesterday a little pocket-book and some steel pens in the new shop.

255. As it is so cold, we had better go to the French shoe-store, where the boots are very cheap.

256. Peter and his young friend do not wish to come with me to the shop, because it is too cold.

257. Young man, do you know how many gentlemen are coming to breakfast with us to-morrow morning?

258. If you will choose some ornaments for the young lady and *send me the bill, I will* pay for them.

XLII.

. . . y una linda carterita.

. . . *and a handsome small-pocket-book.*

247. La carterita que me dió mi madre el dia de año nuevo tiene muy lindas pinturas en acero.

248. ¿No le parece á V. muy linda la hermana de mi amigo que anoche encontró V. en el baile del Embajador?

249. Los libros que ellos encargaron tres dias ha pueden enviarseles despues, sino los recibimos ántes de que se marchen.

250. Deseara viniese V. conmigo á escoger unas estatuas de porcelana para dos señoras amigas mias.

251. El duro vale veinte reales, y veinte reales hacen cuatro chelines.

252. Anoche se compró mi padre en la nueva tienda unas plumas de acero muy baratas, y muy buen papel de cartas.

FRASE NONA.

XLIII.

Si no hace tanto frio como ayer . . .

If not makes so-much cold as yesterday . . .

253. Como no haga hoy mas frio que ayer, me parece que saldré con mis hijas á escoger unas joyas.

254. Ayer compró mi madre en la tienda nueva una carterita y plumas de acero para mi amiga.

255. Ya que hace tanto frio, es mejor que váyamos á la zapatería francesa, donde las botas son muy baratas.

256. Pedro y su amiguito no quieren venir conmigo á la tienda, porque hace mucho frio.

257. Jóven, ¿sabe V. cuántos caballeros vendrán mañana á almorzar con nosotros?

258. Si V. quiere escogerle á la señorita unas alhajas y enviarme la cuenta, se las pagaré.

XLIV.

. . . call my son early . . .

259. Call me before five, because I have to go to my brother's very early to-morrow.

260. If you go out before breakfast, and it is not very cold, do me the favour to go and see how my son is.

261. Why do you go out so early? It is not early, madam; it is half-past eight.

262. It is not so hot to-day in our house as it was yesterday in your brother's house at Madrid.

263. The young lady says you must call her friend very early, in order that she may go with her to the Academy.

264. Call the servant, for I have again to tell her not to bring me cold coffee.

XLV.

. . . but go first to see . . .

265. Go to the Spanish Consulate, and bring me some books which the bookseller sent there last night for my father.

266. I must first go to the Academy before going to the Bank.

267. Go first to see whether the carriage is well brushed in which the German lady is to go out.

268. What is the name of that German who keeps the clothing-shop near your house?

269. Yes, you may go if you like; but first go to see what it is my father wants.

270. My son, as you know, has bought a large and very costly picture at Barcelona.

XLIV.

. . . llama temprano á mi hijo . . .
. . . *call early to my son* . . .

259. Llámame ántes de las cinco, pues tengo que ir mañana muy temprano á ver á mi hermano.

260. Si saliere V. ántes de almorzar, y no hiciere mucho frio, sírvase V. ir á ver cómo se halla mi hijo.

261. ¿Porqué sale V. tan temprano? No es temprano, señora; pues son las ocho y media.

262. Hoy no hace tanto calor en nuestra casa como ayer lo hacia en la casa de su hermano en Madrid.

263. La señorita dice que llame V. muy temprano á su amiga, para que vaya á la Academia con ella.

264. Llama á la criada, pues tengo otra vez que decirla no me traiga frio el café.

XLV.

. . . pero vé tu primeramente á ver . . .
. . . *but go thou first to see* . . .

265. Vé tu al Consulado español, y traeme unos libros que el librero envió anoche para mi padre.

266. Tengo que ir primeramente á la Academia ántes de que yo vaya al Banco.

267. Vé tu á ver primeramente si está bien acepillado el carruaje en que ha de salir la señora alemana.

268. ¿Qué nombre le dan á aquel aleman que tiene la ropería cerca de la casa de Vd.?

269. Si, puede V. marcharse si quiere; pero primeramente vaya V. á ver qué es lo que mi padre necesita.

270. Mi hijo ha comprado en Barcelona, como V. sabe, una grande *y muy costosa* pintura.

XLVI.

. . . whether my cousin has arrived . . .

271. A cousin of mine who has just arrived from Paris brings three letters for you.

272. But as he does not know where you live, I think he will not send them to you to-day.

273. My cousin is very sad, because he has not heard from his family for many days.

274. A very rich lady who has two young and very pretty daughters has arrived from Havannah.

275. Go and see whether there is any good coloured paper in that new shop.

276. My cousin, just arrived, is an excellent young man, a good son, and a good friend.

XLVII.

. . . and do not come to my bedroom . . .

277. I do not know; come to see me to-morrow before eleven, or earlier, if possible.

278. The young man is not in the bedroom; see whether he is in the shop.

279. What a cold bedroom! I cannot sleep here. Can you not give me another one warmer than this?

280. Go and see what is the matter with that lady, and ask her what she wants.

281. Tell that Spaniard who has just arrived with so many children to go into the library.

282. If the painter wishes to see the pictures in the Academy, let *him enter as often as he* likes.

XLVI.

. . . si ha llegado mi primo . . .
. . . *whether has arrived my cousin* . . .

271. Un primo mio que acaba de llegar de París trae tres cartas para Vd.

272. Mas no sabiendo en donde V. vive, no me parece que se las enviará hoy.

273. Mi primo está muy triste por no saber de su familia hace ya muchos dias.

274. Ha llegado de la Habana una señora riquísima que tiene dos hijas jóvenes y muy bonitas.

275. Vé á ver tu si en aquella tienda nueva hay buen papel colorado.

276. Mi primo que acaba de llegar es un excelente jóven, buen hijo, y verdadero amigo.

XLVII.

. . . y no entres en mi cuarto de dormir . . .
. . . *and not come-in in my room of sleeping* . . .

277. No lo sé; ven á verme mañana ántes de las once, ó mas temprano si puede ser.

278. El jóven no está en el cuarto de dormir; mira si está en la tienda.

279. ¡Que frio es este cuarto de dormir! No me es posible dormir en él. ¿Puede V. darme otro mas caliente que este?

280. Vé á ver tu lo que tiene aquella señora, y pregúntale si necesita algo.

281. Dígale V. á ese español que acaba de llegar con tantos hijos, que entre en la biblioteca.

282. Si el pintor desea ver las pinturas de la Academia, déjele V. entrar tantas veces como quiera.

XLVIII.

. . . until after eight

283. Give my mother the small pocket-book, and do not tell her who sent it until you know whether she likes it.

284. Do me the favour to tell him that there are three letters at the post-office for him, and then go and fetch them.

285. What time is it? It is eight o'clock, but we must not start till after half-past ten.

286. Call me to-morrow, without fail, at a quarter to six, as I have to go and see my cousin.

287. You cannot come to see my father until about six o'clock, when he will be at home.

288. My wife gave him a list of books, which he promised to select and send if not too late.

TENTH SENTENCE.

Perhaps you thought that the doctor was still in France with his wife and his children. Well, it is not so; they have all returned, for we have just met them close to the square, not far from here.

XLIX.

Perhaps you thought that the doctor was still in France . . .

289. I did not intend making any calls to-day; but two or three of my father's friends have arrived, and he cannot go to see them.

290. How do I know? Some say he is a good physician, and others not; but what do you say?

291. Is your friend at home? Unless I can see him to-day, I shall not be able to ask him what he wants.

292. I do not know what you mean by that. Will you repeat what you said just now?

293. Just as I was thinking of going to call on you, a friend came in to see me.

294. Is your friend's daughter still as pretty as she was before *going to Paris?*

XLVIII.

. . . hasta despues de las ocho.
. . . *until after of the eight.*

283. Dale á mi madre la carterita sin decirle quien se la envia, hasta despues de saber si le gusta.

284. Hazme el favor de decirle que tiene tres cartas en el correo, y vé despues á recogerlas.

285. ¿Qué hora es? Son las ocho, pero no tenemos que irnos hasta despues de las diez y media.

286. Llámame sin falta mañana á las seis ménos cuarto, pues tengo que ir á ver á mi primo.

287. No puede V. venir á ver á mi padre hasta despues que él haya entrado á eso de las seis.

288. Mi mujer le dió una lista de libros que él prometió escoger y enviar si no fuese demasiado tarde.

FRASE DÉCIMA.

XLIX.

Quizás pensaba V. que el médico se hallaba todavía en
Perhaps thought you that the doctor self found still in
Francia . . .
France . . .

289. Hoy no pensaba ir yo á hacer visitas; pero habiendo llegado dos ó tres amigos de mi padre, no le es posible ir á verles.

290. ¿Cómo lo he de saber yo? Los unos dicen que es buen médico y los otros que no lo es; pero á V. ¿qué le parece?

291. ¿Está su amigo de V. en casa? A ménos que hoy no le vea, no podré preguntarle lo que él necesita.

292. No sé lo que V. quiere decir con eso. ¿Quiere V. repetir lo que acaba de decir?

293. Cuando estaba pensando en ir á visitarle á V., un amigo vino á verme.

294. ¿Es aun tan bonita la hija de su amiga de V. como antes de marcharse á París?

L.

. . . with his wife and his children.

295. Do you know whether the French physician has arrived with his children, to try the hot baths here?

296. Unless it be very cold in the morning, call me early to-morrow, as I have a great deal to do.

297. Tell the doctor to come this very day to see my wife before he sets out to see his other patients.

298. Do you wish me to bring some flowers to give to the children of your friend, the great physician?

299. Why do you not go out occasionally with the colonel's wife, shopping and visiting?

300. My wife gave him a list of books which he promised to order to be sent here this evening.

LI.

Well, it is not so; they have all returned already . . .

301. That is not the way to make coffee. Call some one who knows how to do it.

302. Perhaps you thought that our friend had not yet arrived.

303. Has the man-servant not yet returned whom we sent to the shop to buy some roses?

304. Ask the doctor, if he goes out before breakfast, to oblige me by going to see my cousin.

305. The doctor's children who were still in France have all returned already, to wait for their mother.

306. Where is that picture which my mother bought in the Italian *Gallery ten days ago?*

L.

... con su esposa y sus hijos.
... *with his wife and his children.*

295. ¿Sabe V. si el médico francés ha llegado con sus hijos para hacer prueba de estas aguas calientes?

296. Llámame temprano mañana, con tal que no haga mucho frio, pues tengo mucho que hacer.

297. Dígale V. al médico que venga hoy mismo á ver á mi esposa ántes de ir á visitar á los otros enfermos.

298. ¿Quiere V. que le traiga unas flores para los niños del célebre médico, su amigo de Vd.?

299. ¿Porqué no sale V. de vez en cuando á hacer visitas y á comprar con la señora del coronel?

300. Mi mujer le dió una lista de libros que él prometió encargar se enviasen aquí esta tarde.

LI.

Pues no es así; todos han vuelto ya...
But not is so; all have returned already...

301. No es así como se hace el café. Llama á alguien que sepa como se ha de hacer.

302. Quizás pensaba V. que nuestra amiga no habia llegado todavía.

303. ¿No está todavía de vuelta el criado que mandamos á comprar rosas á la tienda?

304. Dígale V. al médico que si sale ántes de almorzar me haga el favor de ir á ver á mi primo.

305. Los hijos del médico que se hallaban todavía en Francia ya han vuelto todos, para esperar á su madre.

306. ¿En donde está aquella pintura que mi madre compró hace *diez dias* en la Galería italiana?

LII.

. . . for we have just met them . . .

307. I have just found some cigars very cheap in the large shop where we met yesterday.

308. Boy, come for the letters at ten, without fail, so that you may then go and post them immediately.

309. When I was coming from my brother's house, I encountered a young man who looks very much like my cousin.

310. Who is that lady who arrived from Talavera last night with six children and three servants?

311. We have not met anyone of whom to ask whether a good doctor lives in the street.

312. They would have been happy to choose some new Italian books for you, and they will do so now if you require more.

LIII.

. . . close to the square, not far from here.

313. The doctor says that the patient ought to go no farther than from here to the square.

314. I had just returned from the station when the colonel came in and gave me the books he had chosen for you.

315. She lives near the shop where you bought the little pocket-book and the paper.

316. Is it as far from here to the bridge as from the Prado to the St. Vincent Gate?

317. Do not go very far to-day, because I have to go in the carriage to the hotel where my friend has arrived.

318. Everything is sold here very cheap; but I bought my clothes *in the large shop* near the square.

LII.

... y nosotros acabamos de encontrarles ...
... *and we have-finished to meet-them* ...

307. Acabo de encontrar cigarros muy baratos en la gran tienda en donde nos encontramos ayer.

308. Muchacho, ven sin falta á las diez á recoger las cartas para llevarlas luego al correo.

309. Al venir de casa de mi hermano, encontré á un jóven muy parecido á mi primo.

310. ¿Quién es aquella señora que llegó anoche de Talavera con seis niños y tres criadas?

311. No hemos encontrado á quien poder preguntar si vive en esta calle algun buen médico.

312. Ellos hubieran tenido mucho gusto en escogerle á V. algunos libros en italiano, y aun lo harán ahora si V. necesita algunos mas.

LIII.

... junto á la plaza, no lejos de aquí.
... *close to the square, not far from here.*

313. Dice el médico que no debe el enfermo ir mas lejos que de aquí á la plaza.

314. Acababa apenas de volverme de la estacion cuando llegó el coronel y me dió los libros que él habia escogido para V.

315. Ella vive junto á la tienda donde V. compró la carterita y el papel.

316. ¿Está el puente tan lejos de aquí como el Prado de la puerta de San Vicente?

317. No vaya V. muy lejos hoy, pues tengo de ir en el carruaje á la fonda donde acaba de llegar mi amigo.

318. Aquí se vende todo muy barato; pero yo he comprado mi ropa en la gran tienda que está junto á la plaza.

ELEVENTH SENTENCE.

Although he had, I think, money enough to pay his account, and mine too, I gave him, nevertheless, a doubloon of sixteen dollars, another of eight dollars, and all the small coin I had.

LIV.

Although he had, I think, money enough . . .

319. Do you think the money we have is enough to pay the carriage from here to Paris?

320. How much money have you in your pocket-book? have you enough to take you to London?

321. Have you patience enough to go with these two ladies to the shops and help them to select what they require?

322. That French lady is rich enough to buy all the carriages in the shop.

323. I have no money, but my father has still a little, sufficient for my mother and the children.

324. They would have been happy to choose some new French and Italian books for you, and they will do so now if you require more.

LV.

. . . to pay his account, and mine too . . .

325. Here is the doctor's bill; have you enough to pay it?

326. I will not pay my brother's account, because the money that I have is not enough.

327. Make up my account immediately; I have money now, and I will discharge my bill before I start.

328. All the money which I have in the bank is not enough to pay so many bills.

329. If you had not bought so many cigars, you would now have money enough to pay your account and mine too.

330. I suspect from what the young lady says, that the jeweller has *not sent her the same* bracelets which his sister chose for her.

FRASE UNDÉCIMA.

LIV.

Aunque creo que él tenia dinero bastante . . .
Although I-think that he had money enough . . .

319. ¿Cree V. que sea bastante el dinero que tenemos para pagar el carruaje de aquí á Paris?

320. ¿Qué dinero tiene V. en su cartera? ¿tiene V. lo bastante para llevarle á Lóndres?

321. ¿Tendria V. bastante paciencia para ir con estas dos señoras á las tiendas y ayudarlas á escoger lo que necesitan?

322. Aquella señora francesa tiene bastante dinero para comprar todos los carruajes que hay en la tienda.

323. Yo no tengo dinero; pero mi padre tiene todavía un poco, lo bastante para mi madre y los niños.

324. Ellos hubieran tenido mucho gusto en escogerle á V. algunos libros en francés é italiano, y aun lo harán ahora si V. necesita algunos mas.

LV.

. . . para pagar su cuenta y tambien la mia . . .
. . . to pay his account and also the mine . . .

325. Aquí está la cuenta del médico. ¿Tiene V. lo bastante para pagarla?

326. No podré pagar la cuenta de mi hermano, pues no es bastante el dinero que tengo.

327. Ahora tengo dinero; hágame V. al punto mi cuenta, y la pagaré ántes de marcharme.

328. Todo el dinero que tengo en el banco no es bastante para pagar tantas cuentas.

329. Si no hubiera V. comprado tantos cigarros, tendria ahora bastante dinero para pagar su cuenta y tambien la mia.

330. Por lo que dice la señorita, infiero que el joyero no le envió los mismos brazaletes que le habia escogido su hermana.

LVI.

. . . I gave him, nevertheless, a doubloon of sixteen dollars . . .

331. I have to pay to-day four doubloons of sixteen dollars each at the French bookseller's, but I find myself without money.

332. The young man who sells tobacco in that shop is paid a doubloon of sixteen dollars to serve there.

333. To-day I dine at six, and do not wish to go out until after eight, when I go to the theatre.

334. Well, I do not dine to-day at home; I dine with the professor and three of his friends.

335. The porter did not come yesterday morning; I think, nevertheless, that he is well.

336. Yesterday I gave my son a doubloon of sixteen dollars, and this morning another; this, nevertheless, is not enough, he requires more.

LVII.

. . . another of eight dollars . . .

337. The old man-servant says that the doubloon of eight dollars I gave him was a bad one; I know, however, it is quite good.

338. I wish to pay the bill of my friend the captain of cavalry; here is a doubloon of eight dollars and a four-dollar piece.

339. I intended going early to Saratoga, but I have so much to do that I cannot start in the morning.

340. My friend, the Italian gentleman, has bought for twelve dollars a very pretty painting by an American artist.

341. If my brother had had money enough, he would certainly have bought that splendid horse.

342. The doubloon called *de á ocho* is worth sixteen dollars, and *that which is called de á cuatro* is worth eight dollars.

LVI.

... le dí, sin embargo, un doblon de á ocho ...
... *him I-gave, nevertheless, one doubloon for a eight* ...

331. Tengo hoy que pagar cuatro doblones de á ocho en la librería francesa, y me encuentro sin dinero.

332. El jóven que vende tabaco en aquella tienda le pagan un doblon de á ocho por servir en ella.

333. Hoy como á las seis, y no he de salir hasta despues de las ocho, que iré al teatro.

334. Bien, hoy no como en casa; voy á comer con el profesor y tres amigos suyos.

335. Ayer mañana no vino el portero; creo, sin embargo, que está bueno.

336. Ayer le dí á mi hijo un doblon de á ocho y otro esta mañana; sin embargo de eso no le basta, y aun quiere mas dinero.

LVII.

... otro doblon de á cuatro ...
... *another doubloon for a four* ...

337. Dice el criado anciano que el doblon de á cuatro que le dí no es bueno; sin embargo, yo sé que es muy bueno.

338. Quiero pagar la cuenta de mi amigo el capitan de caballería; aquí tiene V. un doblon de á cuatro y cuatro duros.

339. Pensaba ir yo temprano á Saratoga, pero es tanto lo que tengo que hacer que no puedo ir muy de mañana.

340. Mi amigo, el caballero italiano, ha comprado por doce duros una pintura muy bonita de un artista americano.

341. Si mi hermano hubiera tenido dinero bastante, él hubiese seguramente comprado aquel magnífico caballo.

342. El doblon de á ocho vale diez y seis duros, y el de á cuatro *vale ocho* duros.

LVIII.

. . . and all the small coin I had.

343. Pay the bootmaker with the small coin which is on the table, and tell him that I do not at present want any more boots.

344. I thought the house of the lady who arrived yesterday from America was nearer the square than the bridge.

345. Have you small change enough to pay the coachman? If not, change this doubloon of eight dollars.

346. Although I paid my man-servant all that he asked for this morning, he looked very cross.

347. I gave my son all I had. He has to-day much more than I, and, nevertheless, he is not satisfied.

348. I also gave my son all the small change I had in the house; and though he knows his father is not wealthy, he still wants more.

TWELFTH SENTENCE.

While I am making up this parcel to give to the landlord, bring those collars and stockings here, and put them into this small trunk: my daughter's underneath, mine over them, and my husband's over all.

LIX.

While I am making up this parcel . . .

349. For whom is that parcel? It is for the young English lady who has the room next to ours.

350. Whilst she is making up my parcels, go and look for a carriage to take me to the station.

351. Has the carriage arrived? Please to put this parcel in it, and tell the driver where to take us.

352. I make three or four calls every day in the morning, and as many in the evening.

353. Where must I put this parcel of tobacco—in the bedroom or the parlour?

354. How much do you want for taking this packet of muslin to *the house in New Street* where the young American lady lives?

LVIII.

. . . y toda la moneda menuda que tenia.
. . . *and all the coin small that I-had.*

243. Págale al zapatero con la moneda menuda que está sobre la mesa, y dile que no necesito mas botas por el pronto.

244. Yo creia que la casa de la señora que ayer vino de América estaba mas cerca de la plaza que del puente.

245. ¿Tiene V. moneda menuda bastante para pagar al cochero? Sino la tiene, cámbieme V. ese doblon de á cuatro.

246. El criado parecia de muy mal humor, aunque le he pagado todo lo que ha pedido esta mañana.

247. Le dí á mi hijo todo cuanto yo tenia. Hoy él es mucho mas rico que yo, y todavía no está contento.

248. Tambien le dí á mi hijo toda la moneda menuda que yo tenia; y, aunque sabe que su padre no es rico, todavía quiere mas.

FRASE DUODÉCIMA.

LIX.

Miéntras que hago este paquete . . .
While that I-make this parcel . . .

349. ¿Para quién es ese paquete? Es para la señorita inglesa que tiene el cuarto junto al nuestro.

350. Miéntras que ella está haciendo mis paquetes, vé á buscar un carruaje para llevarme á la estacion

351. ¿Ha llegado el carruaje? Sirvase V. poner en él este paquete, y decirle al cochero adonde ha de llevarnos.

352. Todos los dias hago tres ó cuatro visitas por la mañana, y otras tantas por la tarde.

353. ¿Es en el cuarto de dormir ó en la sala que debo poner este paquete de tabaco?

354. ¿Qué pide V. por llevar este paquete de muselina á la casa de *la calle Nueva*, donde vive la señorita americana?

LX.

. . . to give to the landlord . . .

355. Will you do me the favour of giving this parcel of tobacco to the gentleman who asked you for it?

356. Did not the doctor and your brother propose to go to the Grand Hotel this morning to breakfast?

357. Our landlord, it seems, would like to have an hotel in London as large as the one in New York which is called Astor Hotel.

358. If we had had time, we should have chosen some more toys for the landlord's children.

359. For whom is that parcel? It is not for us, although the name is the same as ours.

360. I am making up a parcel of clothes and books for the porter to deliver to the landlord.

LXI.

. . . bring those collars and stockings here . . .

361. Shall I make up a parcel with the collars and the gloves which you bought yesterday, and put it in the carriage?

362. Do not bring me those stockings; they are not mine, and I do not want any but my own.

363. But did you not intend putting the medicine which the doctor sent into this parcel?

364. When you take these collars to my sister, tell Juana to send me my stockings before three.

365. Make a parcel of all these collars and stockings, and tell the man-servant to place it in the carriage, as I intend to take it to Paris.

366. I intend to go to the Spanish shop, because there they sell *collars cheap; but it is late.*

LX.

... para entregarselo al posadero ...
... *to give-it to-the landlord* ...

355. ¿Quiere V. hacerme el favor de entregar este paquete de tabaco al caballero que se lo pidió?

356. ¿No se habian el médico y su hermano propuesto esta mañana el ir á almorzar á la fonda mayor?

357. Parece que nuestro posadero querria tener en Lóndres una posada tan grande como la que llaman en Nueva York el Astor Hotel.

358. Si hubiéramos tenido tiempo, habríamos escogido mas juguetes para los niños del dueño de la casa.

359. ¿Para quién es ese paquete? No es para nosotros, aunque tiene un nombre semejante al nuestro.

360. Estoy haciendo un paquete de vestidos y libros que el portero le entregará al posadero.

LXI.

... trae acá esos cuellos y medias ...
... *bring hither those collars and stockings* ...

361. ¿Habré de hacer un paquete de los cuellos y guantes que compró V. ayer, y ponerlos en el carruaje?

362. No me traigas esas medias, que no son mias; no quiero otras sino las mias propias.

363. ¿Pero, no pensaba V. poner en ese paquete la medicina que envió el médico?

364. Cuando lleve esos cuellos á mi hermana, dígale V. á Juana que me envie mis medias ántes de las tres.

365. Haz un paquete de todos estos cuellos y medias, y díle al criado que lo ponga en el coche, pues pienso llevarmelo á París.

366. Pensaba ir á la tienda española, porque se venden allí baratos *los cuellos*; pero ya es tarde.

LXII.

. . . and put them into this small trunk . . .

367. Andrew! do you know where is the trunk I bought in Cordova, and the portfolio in which I carry my papers?

368. Ask the coachman or the porter where the trunk is which they took out of my bedroom.

369. I have bought an excellent trunk for twenty-five dollars, very large and very handsome.

370. I have more books than clothes; that is why I want to put the clothes into the small trunk and leave the books here.

371. That small trunk belongs to Don Pedro; mine is over there, near that old-looking one.

372. The portmanteau-maker had not a single trunk to my fancy, so I had to buy this small one until I find another larger.

LXIII.

. . . my daughter's underneath . . .

373. Call my daughter, that she may put in the trunk the stockings and collars which are underneath her sister's dresses.

374. Below my bedroom there is a gentleman very ill, and no one knows where he comes from.

375. I thought your brother's daughter possessed only one trunk but they have brought three into her bedroom.

376. Well, tell my man-servant to go and bring the other trunk from the station.

377. When you go out, ask the doctor's daughter whether the lady who visited me a short time ago still lives near the bridge.

378. Is that my trunk under yours? No; the one which is under*neath pertains to that young* American lady.

LXII.

. . . y colócalos en esta maletica . . .
. . . *and put-them into this small-portmanteau* . . .

367. ¡Andrés! ¿sabe V. en donde está la maleta que compré en Córdova, y la cartera en que llevo mis papeles?

368. Pregunta al cochero ó al portero en donde está la maleta que se llevaron de mi cuarto de dormir.

369. He comprado por veinte y cinco duros una excelente maleta, muy grande y muy bonita.

370. Tengo mas libros que ropa, y es por eso que necesito colocar la ropa en la maletica, y dejar los libros aquí.

371. Esa maletica es de Don Pedro; la mia está allí, cerca de aquella otra que parece tan vieja.

372. El maletero no tenia una sola maleta de mi gusto, así tuve que comprar esta maletica hasta que encuentre otra mayor.

LXIII.

. . . los de mi hija debajo . . .
. . . *those of my daughter underneath* . . .

373. Llama á mi hija para que coloque en la maleta las medias y cuellos que están debajo de los vestidos de su hermana.

374. Debajo de mi cuarto de dormir hay un señor muy enfermo, que no se sabe de donde viene.

375. Yo creia que la hija de su hermano no tenia mas que una maleta, pero han llevado tres á su cuarto de dormir.

376. Bien, dígale V. á mi criado que vaya á buscarme á la estacion la otra maleta.

377. Cuando V. salga, pregúntele V. á la hija del médico si la señora que hace poco vino á verme vive todavía cerca del puente.

378. ¿Es mia esa maleta que está debajo de la de V.? No; la que está debajo es de la señorita americana.

LXIV.

. . . mine over them . . .

379. Place these papers over those books, and these stockings under the collars.

380. Here are your books, sir, and those of your Spanish friend are in the trunk.

381. Are these trunks, which the porter brought in from the station last night, yours or mine?

382. I have all my books, but the trunk in which to put them is still under yours.

383. Are these your children, doctor? I thought you were still in Paris with all your family.

384. He is here with his wife and all his children, and we have just met them in a shop.

LXV.

. . . and my husband's over all.

385. Put these papers on the table which is in my husband's bedroom, and then bring a letter that you will find underneath the portfolio.

386. Madam, as it is so cold, and I have not brought my great-coat with me, it will be wise that I should not go out yet.

387. I only know that Sancho, the landlord, lives and seems happy, but I believe he is very weak.

388. When you bring the pitcher of hot water and my collars and stockings, put them all on the table.

389. If you look well round the room, you will find my pocket-book, and my husband's, over or underneath the clothes.

390. Tell my man-servant to go to the post-office for letters, and on *the way to ask how* Caroline's son is.

LXIV.

. . . los mios sobre ellos . . .
. . . *the mine over them* . . .

379. Ponga V. estos papeles sobre esos libros, y estas medias debajo de los cuellos.

380. Los libros de V., señor, están aquí, y los de su amigo español en la maleta.

381. ¿Son de V. ó mias estas maletas que anoche trajo de la estacion el portero?

382. Ya tengo todos mis libros, pero la maleta en que se han de colocar está todavía debajo de la de V.

383. ¿Son estos niños de V., doctor? Yo creia que aun se hallaba V. en París con toda su familia.

384. Aquí se halla él con su esposa y todos sus hijos, pues acabamos de encontrarles en una tienda.

LXV.

. . . y los de mi marido encima de todo.
. . . *and those of my husband over of all.*

385. Pon esos papeles encima de la mesa que está en el cuarto de mi marido, y traeme luego una carta que hallarás debajo de la cartera.

386. Señora, como hace tanto frio, y no he traido conmigo mi sobretodo, será bueno que yo no salga por ahora á la calle.

387. Solo sé que el posadero, Sancho, vive y parece estar contento, pero creo que se halle muy enfermo.

388. Cuando traigas el jarro de agua caliente con mis cuellos y medias, pon el todo encima de la mesa.

389. Si mira V. bien por todo el cuarto, encontrará V. mi carterita y la de mi marido, encima ó debajo de la ropa.

390. Dígale V. á mi criado que vaya al correo á por las cartas, y que pregunte de paso como está el hijo de Carolina.

THIRTEENTH SENTENCE.

Perhaps you could tell me what would be the price of an umbrella like that which I lost in the railway-station last week, and of a parasol similar to that which that young lady's uncle has presented to her?

LXVI.

Perhaps you could tell me . . .

391. Could you not tell me within how many days I shall be able to procure some better cigars from the Havannah?

392. I can only say that, of the cigars which are sold in London under the name of Havannah, perchance one is good.

393. You could perhaps do me the favour to go to the doctor and tell him to come as soon as possible.

394. The man-servant who came from the hotel says your friend's husband has not yet arrived.

395. What is the name of the gentleman whom you and I met yesterday evening near the Marble Arcade?

396. I intended going to Berlin, but perhaps it will be better for me not to go at present, it is so cold.

LXVII.

. . . what would be the price of an umbrella . .

397. Let us go into this shop, and ask what is the price of this umbrella.

398. Which of these umbrellas do you like, this which seems so old, or that one my father bought three days since?

399. What is the price of this book? Three reals and a half. It is not worth so much.

400. Who is that young man who came for the letters to post them?

401. Tell the porter to take my big trunk to the carriage, and to take this bundle and the umbrella also.

402. What is the price of this jug? Will you take three reals for it? It is not worth four reals.

FRASE DÉCIMOTERCIA.

LXVI.

¿Me podria V. decir, acaso, . . .
Me could you tell, perhaps, . . .

391. ¿Sabria V. decirme en cuantos dias me podré procurar cigarros mejores de la Habana?

392. Solo puedo decir que los cigarros que se venden en Lóndres con el nombre de habanos, por acaso uno sale bueno.

393. Acaso me podria V. hacer el favor de ir á la casa del médico para decirle que venga lo mas pronto posible.

394. El criado que ha venido de la posada dice no haber llegado todavía el marido de su amiga de V.

395. ¿Cómo se llama el caballero que V. y yo encontramos ayer tarde cerca del Arco de Marmol?

396. Pensaba irme á Berlin, pero como hace tanto frio, acaso es mejor que no vaya por el pronto.

LXVII.

. . . cual es el precio de un paraguas . . .
. . . *which is the price of one umbrella* . . .

397. Entremos en esta tienda, y preguntemos cual es el precio de este paraguas.

398. ¿Cuál de estos paraguas quiere V., este que parece tan viejo, ó ese otro que compró mi padre hace tres dias?

399. ¿Cuánto vale este libro? Tres reales y medio. No vale tanto.

400. ¿Quién es ese jóven que vino á por las cartas para echarlas en el correo?

401. Dígale V. al portero de llevar mi maleta grande al carruaje, y que tambien se lleve este paquete y el paraguas.

402. ¿Cuál es el precio de este jarro? ¿Quiere V. tres reales por él? No vale cuatro reales.

LXVIII.

. . . like that which I lost . . .

403. I have lost my father's umbrella, and I want you to send a man to see whether it is in the carriage.

404. I have lost the little pocket-book which my sister bought in the new shop for her son.

405. The old man-servant says he has lost the book that your brother's wife sent to you from New York.

406. The umbrella which that young man lost in the square did not belong to him, but to another gentleman.

407. I could go and look for the umbrella my son has lost, but I will not, so that he may look for it himself.

408. Sir, the man-servant has found this umbrella. Do you know whose it is?

LXIX.

. . . in the railway-station last week . . .

409. Where are those books you bought last week in the large shop near the railway-station?

410. The hat that young man bought at the Bazaar ten days ago was prettier, but yours is larger.

411. A friend of mine, who came last week by the railway, tells me everything at Cadiz is very cheap.

412. So you are again in New York, and I thought you were still in South America.

413. Put that umbrella on the table, the little box under the table, and the pitcher of water here.

414. This lady lost last week at the railway-station a pocket-book *containing some papers* and a good deal of money.

LXVIII.

. . . como el que me se perdió . . .
. . . *like that which me itself lost* . . .

403. Me se ha perdido el paraguas de mi padre, y necesito que mande V. á ver si está en el carruaje.

404. Me se ha perdido la carterita que mi hermana le habia comprado á su hijo en la tienda nueva.

405. El criado anciano dice haber perdido el libro que le enviara á V. desde Nueva York la esposa del hermano de Vd.

406. El paraguas que ese jóven perdió en la plaza no era suyo, sino de otro señor.

407. Bien pudiera yo ir en busca del paraguas que mi hijo ha perdido, mas no lo haré, para que él mismo lo encuentre.

408. El criado ha encontrado este paraguas. ¿Sabe V., señor, de quién es?

LXIX.

. . . la semana pasada en la estacion del ferrocarril . . .
. . . *the week past in the station of-the railway* . . .

409. ¿En dónde están aquellos libros que V. compró la semana pasada en la gran tienda junto á la estacion del ferrocarril?

410. El sombrero que hace diez dias compró ese jóven en el Bazar era mas bonito, pero él de V. es mayor.

411. Un amigo mio, que llegó la semana pasada por el ferrocarril, me dice que todo está muy barato en Cádiz.

412. De modo que V. está otra vez en Nueva York, y yo pensaba que se hallaba V. todavía en la América del Sur.

413. Ponga V. ese paraguas encima de la mesa, la maletica debajo, y el jarro de agua aquí.

414. Esa señora perdió la semana pasada en la estacion del ferrocarril una cartera con papeles y mucho dinero.

LXX.

. . . and of a parasol similar to that . . .

415. My sisters have just bought parasols similar to the one my cousin lost last week at the station.

416. Then tell that young lady, better not go to Paris than to go there without money.

417. Call that lady's daughter at seven, and even earlier if you can; she wishes to go out before breakfast.

418. I have sent to-day a very pretty parasol to the young lady who came with me.

419. He has lost everything if he has lost his health, because he cannot return to his regiment at Cuba.

420. What is the name of the lady who came in with her pictures and flowers, on her way to the railway-station?

LXXI.

. . . which that young lady's uncle has presented to her?

421. My uncle has made me a present of some excellent steel pens, and some very fine letter-paper.

422. What is the value of the parasol which the mother of the young lady presented to her when she was going to Leon?

423. I am certain that this is not the parasol my sister bought a few days ago, and presented to me.

424. Perhaps she does not know that I dine every day at six at the American Hotel, with my uncle.

425. I should not like to live in London, where everything is so dear; anyone not having plenty of money is, as it were, lost in that large city.

426. What was the price of the parasol your uncle made a present *of to his Spanish cousin?*

LXX.

. . . y él de una sombrilla igual á la que . . .
. . . *and that of a parasol similar to that which . . .*

415. Mis hermanas acaban de comprarse sombrillas iguales á la que mi prima perdió en la estacion la semana pasada.

416. En tal caso dígale V. á esa señorita que es mejor que no se vaya á París que el que allí vaya sin dinero.

417. Á las siete, ó ántes si puede ser, llamarás á la hija de aquella señora, pues quiere salir ántes de almorzar.

418. He mandado hoy á la señorita que vino conmigo una sombrilla muy bonita.

419. Si él ha perdido la salud, lo ha perdido todo, pues no puede volverse á Cuba donde está su regimiento.

420. ¿Cómo se llama la señora que entró con unas pinturas y flores al ir de paso á la estacion del ferrocarril?

LXXI.

. . . le ha regalado á esa señorita su tio?
. . . *to-her has presented to that young-lady her uncle?*

421. Mi tio me ha regalado unas excelentes plumas de acero y papel muy bueno de cartas.

422. ¿De qué precio es la sombrilla que la madre de la señorita la regaló al irse á Leon?

423. Estoy cierto que no es esta la sombrilla que hace pocos dias compró mi hermana, y me regaló.

424. Ella no sabe acaso que como todos los dias á las seis con mi tio en la Fonda americana.

425. No me gustaria vivir en Lóndres, en donde todo está tan caro; cualquiera que no tenga mucho dinero está como perdido en aquella gran ciudad.

426. ¿De qué precio era la sombrilla que le regaló á su prima española el tio de Vd.?

FOURTEENTH SENTENCE.

However early a riser you may be, I am sure you are not so much so as this poor man, who, whatever the season may be, and whatever weather it is, always rises before the sun.

LXXII.

However early a riser you may be . . .

427. Are you an early riser? No, sir, I am not; I breakfast at half-past ten.

428. As I do not like that parasol, I will not have it, however cheap it may be.

429. My uncle is a very early riser; the man-servant calls him every day at half-past four.

430. That young lady who arrived from Lima three weeks ago is a still earlier riser than your mother.

431. However pretty this young lady may be, the one I have met near the square is still prettier.

432. I do not like that young lady: she is young, she is pretty, perhaps rich, nevertheless I don't like her.

LXXIII.

. . . I am sure you are not . . .

433. Are you sure that this is the trunk of the German who arrived from Lisbon last night?

434. One thing is certain, that if I do not rise so early as my brother, it is the man-servant's fault, who does not call me so early.

435. Do not call my daughter yet; however late it may be, it is very early for a poor sick young girl.

436. How do you do, madam? I am not very well; nevertheless I am going out to pay visits.

437. When I am in Paris, and it is not very cold, I like to go out walking every evening.

438. Certainly not, I will not consider you an early riser, unless *you allow yourself to* be called before five o'clock.

FRASE DÉCIMOCUARTA.

LXXII.

Por madrugador que V. sea . . .
For early-riser that you may-be . .

427. ¿ Es V. muy madrugador? No, señor, no lo soy, puesto que almuerzo á las diez y media.

428. Como no me gusta esa sombrilla, no la quiero por barata que sea.

429. Todos los dias el criado llama á mi tio á las cuatro y media, porque es muy madrugador.

430. Esa señorita que hace tres semanas llegó de Lima es todavía mas madrugadora que la madre de Vd.

431. Por bonita que esa señorita sea, lo es aun mucho mas la que he encontrado cerca de la plaza.

432. No me gusta esa señorita: ella es jóven, bonita, tal vez rica; con todo eso á mí no me gusta.

LXXIII.

. . . estoy cierto de que no lo es V. . . .
. . . *I-am certain of that not it is you . . .*

433. ¿ Está V. cierto de que esta es la maleta del aleman que anoche llegó de Lisboa?

434. Es cierto que sino madrugo tanto como mi hermano, es la falta del criado que no me llama tan temprano.

435. No llames aun á mi hija, pues por tarde que sea es bastante temprano para una pobre jóven enferma.

436. ¿ Cómo lo pasa V., señora? No muy bien; con todo voy á salir á hacer unas visitas.

437. Cuando me hallo en París, me gusta salir á dar un paseo todas las tardes, con tal que no haga mucho frio.

438. No por cierto, no le tendré á V. por gran madrugador, á ménos que no se deje V. llamar ántes de las cinco.

LXXIV.

. . . so much so as this poor man . . .

439. This poor man, although it may be very cold, has to go to the city every day before 6 A.M.

440. Will you have a cup of hot milk? No, sir, I thank you; I do not like milk.

441. What have you bought at the Bazaar? So many things: a pocket-book, an umbrella, a large trunk, and I know not what more.

442. I am going to call on my wife's cousin; in the meanwhile, go and post the letters.

443. Price for price, I would rather buy of this poor woman the collars she has for sale, than go to the shop for them.

444. If we do not dine to-day at our lodgings, so much the better for the landlord, for we shall have to pay him the same.

LXXV.

. . . who, whatever the season may be . . .

445. Whatever may be the season, I do not think it can be right to call so early.

446. However cold may be the season in Spain, there is no need of warming the bedrooms, as it happens in Paris and London.

447. However cold may be the seasons in South America, the houses are never warmed as in North America.

448. Whatever may be the book that man may bring me, tell him I do not want it, because he is an impostor.

449. Carriages are not so cheap in London as in Paris, but they are better, though not so pretty.

450. Well, but whilst I dine, go to the post-office and see if I have any letters.

LXXIV.

. . . tanto como ese pobre hombre . . .
. . . *as-much as that poor man* . . .

439. Por mucho frio que haga, ese pobre hombre tiene que ir todos los dias á la ciudad ántes de las seis de la mañana.

440. ¿Querrá V. tomar una taza de leche caliente? No, señor, se lo agradezco mucho; no me gusta la leche.

441. ¿Qué ha comprado V. en el Bazar? Muchas cosas: una cartera, un paraguas, una maleta grande, y yo no sé que mas.

442. Voy á visitar al primo de mi señora; entre tanto vé á echar las cartas en el correo.

443. Tanto por tanto, mas quiero comprarle á esta pobre mujer los cuellos que tiene en venta, que el ir á la tienda á por ellos.

444. Si no comemos hoy en la posada, tanto mejor para el posadero, pues le habrémos de pagar lo mismo.

LXXV.

. . . quien, sea cual fuere ´ la estacion . . .
. . . *who, may-be whatever might-be the season* . . .

445. Sea cual fuere la estacion, no creo que esté bien el ir á visitar tan temprano.

446. En España, por fria que sea la estacion, no se necesita calentar los cuartos de dormir como se hace en París y en Lóndres.

447. En la América del Sur, por frias que sean las estaciones, nunca se calientan las casas como en la América del Norte.

448. Sea cual fuere el libro que ese hombre me traiga, dígale V. que no lo necesito, pues es un impostor.

449. Los carruajes en Lóndres no son tan baratos como en París, pero son mejores, aunque acaso no tan bonitos.

450. Bien, pero miéntras como, vé á ver si hay en el correo alguna carta para mí.

LXXVI.

. . . and whatever weather it is . . .

451. Call me early to-morrow, because, be the weather what it may, I have to go out, without fail, before eight.

452. Madam, as the weather is so bad, I think it will be better for you not to go to-day to Arragon.

453. What a beautiful day! But it will be too hot for us to-day to go to the Gallery of Italian Paintings.

454. If you have time to-morrow afternoon, do me the favour of calling on my cousin.

455. What bad weather! Very bad, madam; it is very cold, and it is raining.

456. As in this season it is so cold in New York, I have come to Europe for the benefit of my health.

LXXVII.

. . . always rises before the sun.

457. That friend of mine who rises so early is going to break up house to travel on the Continent.

458. Unless he had risen very early, he would not have been in time to accompany the ladies yesterday.

459. Be the weather good or bad, I shall go to-morrow to Paris, and I must start before sunrise.

460. I have told you always to clear the table before those gentlemen begin to take their coffee.

461. At what hour does the sun rise, and at what hour do you rise at this season?

462. I like the cold better than the heat, and I prefer travelling by *night at all seasons.*

LXXVI.

... y haga el tiempo que hiciere ...
... and let-make the weather what it-may-make ...

451. Llámeme V. temprano mañana, pues haga el tiempo que hiciere, tengo sin falta que salir ántes de las ocho.

452. Como el tiempo se ha puesto tan malo, me parece que será mejor, señora, que V. no salga hoy para Aragon.

453. ¡Qué dia tan hermoso! Mas hoy el calor será demasiado para que podamos ir á la Galería de pinturas italianas.

454. Hágame V. el favor de ir mañana por la tarde á ver á mi prima, si tiene V. tiempo.

455. ¡Qué tiempo tan malo! Muy malo es, señora; hace mucho frio, y está lloviendo.

456. Como hace en Nueva York tanto frio en esta estacion, me vengo á Europa para mejorar mi salud.

LXXVII.

... se levanta siempre ántes del sol.
... himself rises always before of-the sun.

457. Aquel amigo mio que era tan madrugador va á levantar la casa para viajar en el Continente.

458. Á no haberse levantado muy temprano, no hubiera él podido llegar con tiempo para acompañar ayer á las señoras.

459. Sea el tiempo bueno ó malo, me iré mañana á París, teniendo con precision que partir ántes de salir el sol.

460. Te tengo dicho que levantes siempre la mesa ántes de que esos señores principien á tomar el café.

461. ¿Á qué hora sale el sol, y á qué hora se levanta V. en esta estacion?

462. Me gusta mas el frio que el calor, y prefiero viajar de noche en toda estacion.

FIFTEENTH SENTENCE.

Several merchants have informed me that you never take off your hat when you go into their offices, and some others tell me, also, that you very seldom behave respectfully in the café or in the theatre.

LXXVIII.

Several merchants have informed me . . .

463. I believe that in this city there are not so many merchants as in Madrid.

464. Boy, go to that English merchant's, and on your way ask the shoemaker when he will send me my boots.

465. I went yesterday to inquire whether it was true that your mother was ill.

466. The information I received is, that she was ill last week when she arrived from London, but she is now well.

467. Who will be able to tell me whether the French doctor's children, who were in Chili, have arrived here?

468. Several German merchants have told me that in Germany you may live very well with little money.

LXXIX.

. . . that you never take off your hat . . .

469. I do not like to see a gentleman so young as you are wearing his hat indoors before his elders.

470. After choosing some jewels and ordering them to be sent to her house, she changed her mind, and sent them back again.

471. Lady Louisa likes nothing better than ordering new dresses at the most expensive shops in the town.

472. Bring me the umbrella and my old hat, and put the new one on the table in my bedroom.

473. What time is it? I do not know, madam. You never know the time, and therefore you are always late.

474. Bring me my hat and my umbrella, and bring the young lady *at the same time her* parasol.

FRASE DÉCIMOQUINTA.

LXXVIII.

Varios comerciantes me han informado . . .
Several merchants me have informed . . .

463. No creo que haya en esta ciudad tantos comerciantes como en Madrid.

464. Muchacho, vé á casa de aquel comerciante inglés, é informate de paso cuando me enviará las botas el zapatero.

465. Ayer me fuí á informar si era cierto que estaba enferma su madre de Vd.

466. La informacion que me dieron es, que ella habia estado enferma la semana pasada, al llegar de Lóndres, pero que ya está buena.

467. ¿Quién podrá informarme si los hijos del médico francés, que estaban en Chile, han ya llegado aquí?

468. Varios comerciantes alemanes me han dicho que con poco se vive muy bien en Alemania.

LXXIX.

. . . que nunca se quita V. el sombrero . . .
. . . that never self take-off you the hat . . .

469. No me gusta ver que un señorito como V. no se quite el sombrero en casa delante de los mayores.

470. Despues de haberse escogido unas joyas y mandado que se las llevasen á su casa, ella mudó de parecer y las devolvió.

471. Nada le gusta tanto á la señorita Luisa como el encargarse vestidos nuevos en las tiendas mas costosas de la poblacion.

472. Tráeme el paraguas y el sombrero viejo, y pon el nuevo sobre la mesa de mi cuarto de dormir.

473. ¿Qué hora es? No sé decir á V., señora. V. nunca sabe la hora en que vive, y es por eso que siempre viene tarde.

474. Tráeme el sombrero y el paraguas, y de paso tráele á la señorita su sombrilla.

LXXX.

. . . when you go into their offices . . .

475. I have found several letters in my husband's office, but none of them were from the cousin whose letter I wanted to see.

476. We could not choose any collars or lace for you and your sister, because you had not given us any patterns.

477. Though that foreigner is a very pleasing young gentleman, he has the bad habit of never standing up in the presence of ladies.

478. Waiter, why did you not take off your hat when the French lady passed in at the gate?

479. I think I have lost a doubloon of sixteen dollars, which I had in this small pocket-book last night.

480. If she will order several pieces of muslin to be sent to the hotel, we will choose some for ourselves.

LXXXI.

. . . and some others tell me also . . .

481. Before we went away from Biarritz we hoped that she would have chosen some books for us at the Circulating Library.

482. My son might have ordered some good wine for them when he was at Lisbon, if I had known that they had wanted it.

483. That poor young man who became ill in Lima, succeeded in obtaining a situation in a merchant's office.

484. When we go into the Bazaar, my boy, let us be careful to take off our hats in meeting any persons of our acquaintance.

485. As soon as you have been to my father's office, tell the servant to bring me my boots and a new pair of gloves.

480. Where is that large cup my father bought yesterday? It is *in the bedroom, on the* table.

LXXX.

... cuando V. entra en sus escritorios ...

... when you enter into their counting-houses ...

475. En el escritorio de mi marido he hallado varias cartas, sin que ninguna de ellas sea la que yo queria ver de mi primo.

476. No podimos escoger ningunos cuellos ó encage para V. y su hermana, porque no nos dió V. muestra alguna.

477. Aunque ese estrangero es un jóven muy complaciente, tiene la mala costumbre de nunca levantarse delante de las señoras.

478. Mozo, ¿porqué no te quitaste el sombrero cuando la señora francesa pasaba por el pórtico?

479. Creo haberseme perdido un doblon de á ocho que yo tenia anoche en esta carterita.

480. Si ella quiere encargar que le envien á la fonda varias piezas de muselina, escogeremos algunas para nosotros.

LXXXI.

... y otras personas me han dicho tambien ...

... and other persons me have told also ...

481. Ántes de marcharnos de Biarritz esperabamos que ella nos hubiera escogido unos libros en el Gabinete de Lectura.

482. Cuando mi hijo estaba en Lisboa hubiera podido escogerles buen vino, si hubiese yo sabido que ellos lo necesitaban.

483. Aquel pobre jóven que habia caido enfermo en Lima procuró emplearse en el escritorio de un comerciante.

484. Señorito, cuando entremos en el Bazar, tengamos cuidado de quitarnos el sombrero al pasar delante de las personas conocidas.

485. Luego que haya V. ido al escritorio de mi padre, dígale V. al criado que me traiga las botas y un par de guantes nuevos.

486. ¿En dónde está aquella taza grande que ayer compró mi *padre?* Está encima de la mesa del cuarto de dormir.

LXXXII.

. . . that you very seldom behave respectfully . . .

487. One very seldom sees a well-educated person who does not behave respectfully, even towards his subordinates.

488. Since you do not like the colours of the gloves which have been chosen for you, you had better return them at once.

489. The Spaniard who lives in the same house with my cousin, and whom he treats with the greatest respect, has lost a son.

490. Unless we order some apartments in the hotel ten days beforehand, we shall not be able to obtain any good ones.

491. Seldom, perhaps never, have I bought valuable books so cheap as these.

492. They have told me that you have a project of going to Pampeluna to buy a carriage and a pair of black horses.

LXXXIII.

. . . in the café or in the theatre.

493. Two young ladies have told me that you seldom take off your hat when you pass them on horseback.

494. Do you know who was at the theatre last evening? That pretty American young lady, who arrived with you in the train.

495. Who are those young ladies with whom you spoke the day before yesterday in Cordova Street?

496. Poor parents! He who has never lost a child does not know what grief is.

497. They speak a great deal in the city about the heat they have had since last week.

498. Was the English merchant in his office? No, madam; he is *never at his office so early.*

LXXXII.

. . . que muy raras veces se comporta V. respetuosamente . . .
. . . *that very rare times self behave you respectfully* . . .

487. Muy raras veces se ve que una persona bien educada no se comporte respetuosamente, aun con sus subordinados.

488. Ya que no le gustan á V. los colores de los guantes que se han escogido para V., mejor será que los devuelva de seguida.

489. El español que vive con mi primo en la misma casa, y al cual trata con el mayor respeto, ha perdido un hijo.

490. Á ménos de encargar habitaciones en la fonda diez dias de antemano, no podremos obtenerlas buenas.

491. Raras veces, ó quizás nunca, he comprado libros preciosos tan baratos como estos.

492. Me han dicho que tenia V. el proyecto de ir á Pamplona para comprarse un carruaje y un par de caballos negros.

LXXXIII.

. . . en el café ó en el teatro.
. . . *in the café or in the theatre.*

493. Dos señoritas me han dicho que V. raras veces se quita el sombrero al encontrarlas cuando va V. á caballo.

494. ¿Sabe V. quien estaba anoche en el teatro? Aquella bonita señorita americana, que llegó con V. por el ferrocarril.

495. ¿Quien son aquellas señoras con quienes hablaba Vm. ántes de ayer en la calle de Córdoba?

496. ¡Pobres padres! Quien no ha perdido un hijo no sabe lo que es dolor.

497. Se habla mucho en la ciudad acerca del calor que ha hecho desde la semana pasada.

498. ¿Estaba en su despacho el comerciante inglés? No, señora; *él nunca está* en su escritorio tan temprano.

LXXXIV.

499. He would not have chosen her to be his wife if he had come and seen all the beauties in Seville.

500. No! do not send them to us now, because we have already ordered some from another shop.

501. In choosing gloves for me, remember to take with you the old pair I gave you last night for a pattern.

502. Whilst I was ordering some pens, paper, &c., your cousin might have chosen a pretty inkstand and presented it to her.

503. I do not know what my wife has ordered for dinner, but I wish you would come in and dine with us unceremoniously.

504. In choosing some jewels for my friend's sister, I wish you would give me the benefit of your advice and taste.

LXXXIV.

499. No la hubiera él elejido por su esposa si él hubiese visto las hermosas de Sevilla.

500. ¡No! es excusado que V. nos los envie ahora, puesto que ya hemos encargado algunos en otra tienda.

501. Al escogerme guantes, acuerdese V. de llevarse el par usado que ayer noche le dí por muestra.

502. Miéntras que yo encargaba las plumas, papel, etc., bien pudiera su primo haber escogido un bonito tintero para regalarselo á ella.

503. No sé qué comida habrá mandado poner mi mujer, pero deseo que venga V. á comer con nosotros sin ceremonia.

504. Quisiera aconsejarme de su parecer y buen gusto al escoger unas joyas para la hermana de mi amigo.

ADDITIONAL SENTENCES.

1. I have much pleasure in accepting your kind invitation to dinner, but I regret to say that my wife is still an invalid.

2. Can you or any of your friends contrive to obtain tickets for us for the concert next week?

3. I have to apologise for having delayed to thank you for the very kind manner in which you received my son.

4. I am afraid I shall not be able to send you all that you require, but I will bring the rest of them with me by rail.

5. I will use my best endeavours to find some cigars of the finest quality, and to despatch them by the next steamer.

6. I regret extremely that, owing to a previous engagement, I cannot accept your kind invitation to spend a week with you.

7. I had the pleasure of receiving your letter on the 15th inst., but as the steamer had already started, I could not answer you sooner.

8. They might have gone on board in good time if you had telegraphed to the station-master to give them notice of the hour when the ship was expected to touch there.

9. Could you not have found out before the ship sailed whether there were two vacant cabins suitable for the family who came to enquire about them?

10. Were those your horses that I saw near the livery stables yesterday afternoon, saddled and bridled, one with a lady's saddle?

11. I think that if he had gone to Scotland he would certainly have come ten miles out of his way to pay us a visit.

12. We should have had no chance of obtaining admission to the concert unless we had had a friend who knew that certain relatives of ours had two tickets to spare.

13. *Is there no fear of* your being too late in consequence of your *going round the park,* instead of crossing it?

FRASES ADICIONALES.

1. Con sumo placer admito su fino obsequio de ir á comer, aunque me duele decir que mi esposa está todavía valetudinaria.

2. ¿Podría V. ó algun amigo suyo encontrar medio de obtenernos entradas para el concierto de la semana próxima?

3. Sirvase V. disimularme de no haber mas ántes demostradole mi agradecimiento por la bondad con que tuvo á bien acoger á mi hijo.

4. Me temo no poder enviarle todos los que V. necesita, pero tomaré los demas conmigo por el ferrocarril.

5. Pondré todo mi conato en procurar algunos habanos de calidad superior, y los remitiré por el próximo vapor.

6. Siento mucho no poder aceptar su amable convite de ir á pasar con V. una semana á su casa, con motivo de haber ya comprometido mi palabra.

7. Tuve el placer de recibir su carta en 15 del corriente, á la que no pude contestar mas ántes por haber ya salido el paquebote cuando llegó á mis manos.

8. Bien podian haberse ellos hallado á bordo con tiempo, si V. hubiera mandado por telégrafo al gefe de estacion les hiciese saber á que hora se esperaba allí el buque.

9. ¿No pudiera V. haber averiguado, ántes de hacerse el barco á la vela, si habia en él dos camarotes desocupados para acomodar á la familia que los necesitaba?

10. ¿Eran de V. aquellos caballos que ayer tarde vi preparados junto á las caballerizas, el uno de ellos con silla de señora?

11. Me parece que si él se hubiera marchado á Escocia, se saldria seguramente diez millas del camino recto por venir á hacernos una visita.

12. Sino fuera por un amigo que sabia que ciertos parientes nuestros tenian dos entradas de sobra, no hubiéramos podido obtener admision al concierto.

13. ¿No teme V. llegar demasiado tarde si en vez de cruzar el *parque se* va V. al rededor?

14. Since you will not be able to come and see us before the end of this year, we shall be obliged to cross the water, and pay you a visit.

15. They will not be able to receive you, except when their sons have gone to school and college for the quarter.

16. Unless we send word to the hotel immediately, we shall have no chance of obtaining horses, because there is so great a demand for them.

17. If the thieves had known where the money was kept, my poor friend would have lost five hundred pounds on that night.

18. The patriot durst not walk about the town by day, lest he should be recognised, and either be ill treated by the populace or arrested by the police.

19. If you could but have packed them up in a smaller compass, my sister might have taken them in her travelling-bag.

20. They would not have admitted you after the time appointed for closing the doors, even though you had offered them five pounds.

21. It is a pity you did not let us know what foreign books you required, because my brother might have procured them for you at the Leipsic Fair.

22. Whenever my brother goes to his estate, he sends me a weekly supply of fish and game.

23. Before I set out to make my continental tour, I wish I had been informed that you were coming to Switzerland.

24. There were two or three occasions on which I might have arranged to meet you without any great sacrifice of my time, although it was very limited.

25. I should not have sent for them last month unless I had been told that you would have been unable to go there and examine them yourself.

26. Where can I procure some handkerchiefs of the same size, quality, and colour as those which you bought for me at the sale by auction in January or February last?

27. When I shall have finished the enquiries which I have been ordered to make, I will send you a particular account of the boys' adventures.

28. They would never have consented to leave their native country *if they had known that they* were to be brought to so dreadfully cold *a climate.*

14. Ya que no puede V. venir á vernos ántes de fin de año, nos veremos en la necesidad de pasar el agua para hacerle á V. una visita.

15. Solo podrán recibirle á V. en su casa cuando sus hijos se hayan vuelto á pasar el curso á sus escuelas.

16. Si no mandamos decontado aviso á la fonda para que nos alquilen caballos, nos exponemos á no obtenerlos por lo mucho que andan buscados.

17. En aquella noche hubiera mi buen amigo perdido quinientas libras esterlinas si los ladrones supieran donde se guardaba el dinero.

18. No se atrevia el patriota á andar de dia por las calles por temor de que si le reconocieren, le maltratase el populacho ó le prendiese la justicia.

19. Si V. pudiera empaquetarlos en mas pequeño bulto, mi hermana los colocaria en su talego de viage.

20. Ni aun cuando les hubiera ofrecido cinco libras esterlinas no le admitirian á V. despues del tiempo fijado para cerrar las puertas.

21. Es lástima que no nos haya V. dicho de que libros extranjeros tenia menester, pues pudiera muy bien haberselos procurado mi hermano en la feria de Leipsic.

22. Todas las veces que se va mi hermano á su casa de campo me envia semanalmente provision de caza y pescado.

23. Quisiera haber sabido ántes de ponerme en viaje para el continente que iba V. á venir á Suiza.

24. Hubo dos ó tres ocasiones en que me hubiera sido fácil arreglar el verme con V. sin gran sacrificio de mi tiempo, aunque este era harto limitado.

25. No habria yo mandado á por ellos el mes pasado si supiera que no podia ir V. allí para examinarlos por sí mismo.

26. ¿En donde podré hacerme con pañuelos del mismo tamaño, calidad y color como los que me compró V. en almoneda por Enero ó Febrero último?

27. Ya le daré á V. cuenta detallada de las aventuras de aquellos jóvenes luego que haya concluido las investigaciones que se me mandó hacer.

28. Si hubieran sabido que se les habia de conducir á un clima tan horrorosamente frio, no habrian nunca consentido en abandonar su *pais nativo*.

29. I would have gladly bought the gold necklace if I had not had some doubts as to the honesty of the man who brought it for sale.

30. I could not trace the stolen property, but I am sure that an expert detective would have discovered what had become of it.

31. You would have had no difficulty in tracing the stolen jewels, if you had not been in too great a hurry at first to suspect your own servants.

32. Which of the two large hotels do you recommend me to go to for the purpose of obtaining a view of the sea and enjoying some fresh air for a fortnight?

33. I want to go thence across country by express train, to pay a visit near Ferrol, and to return on Thursday, or Friday at the latest.

34. At what rate does the express train travel on the coast-road, and at what stations do they allow us to stop for dinner and supper?

35. Will there be a great many passengers by the down train to-morrow? If so, I think I shall start by the night train, to arrive before breakfast.

36. Let us walk along the platform before we start, and look into the carriages, for we are sure to find some acquaintances amongst the passengers.

37. I want to deposit these boxes in the left-luggage office, so put them on a truck and show me the way to the office.

38. How much do you charge for each package left in your custody, and how long do you keep it without raising the demand for each day?

39. Hand me those two bags with the initials G. H., and
of great coats and rugs with an umbrella strapped up in it

40. At what rate of speed will this steame
the stream and a strong head-wind?

41. Whenever I am called on
ticket at night, I console my

42. However cold
their six cigars ke

43. As soon

29. Con gusto habria yo comprado aquel collar de oro si no tuviera mis sospechas respecto á la honradez del hombre que lo trajo para vender.

30. No pude saber adonde fueron á parar los efectos robados, pero me se figura que cualquier alguacil experimentado habria pronto descubierto lo que se hizo de ellos.

31. Ninguna dificultad tuviera V. en rastrear las alhajas hurtadas si en un principio no hubiera tan ligeramente sospechado en sus criados.

32. ¿Á cual de las dos fondas principales me recomienda V. ir con objeto de ver la mar y gozar del aire fresco por una quincena de dias?

33. Tendré desde allí que tomar el expreso que atraviesa el pais para pagar una visita junto al Ferrol, y volverme el jueves ó viernes á mas tardar.

34. ¿Á que paso viaja el correo directo en el ferrocarril de la costa, y en que estaciones se detiene para comer y cenar?

35. ¿Si habrá mañana muchos pasageros por el correo de ida? Caso que así suceda hago ánimo de marcharme por él de la noche para llegar ántes del desayuno.

36. Ántes de ponernos en camino, vamos á dar una vuelta por el embarc[illegible] ver si en los carruajes no hallamos algun conocido entre [illegible]

[illegible] y condúceme á la oficina donde [illegible] allí.

[illegible] toma á su cargo, y por [illegible]?

[illegible] G. H., y el rollo [illegible] atado con una correa.

[illegible] de vapor navegando [illegible]

[illegible] de noche el pasaporte ó la [illegible]

[illegible] seis pasageros de genio comuni- [illegible] sus cigarros se dan calor bastante [illegible]

[illegible] correo, bueno será que salte V. hasta

in some sandwiches, and fill up my flask with brandy, for the mail-train stops only three minutes.

44. There is no danger of your being left behind while you are eating your soup, if you keep your eye on that stout gentleman, for he is one of the directors.

45. Do you know of any American or English families, resident in this town, to whom I can apply for information?

46. Although I feel very sleepy, nevertheless I must step out and have some refreshments, because the train will not stop again for three hours.

47. During my stay in this hotel, I should like my visitors not to be shown up into my room, but into the coffee-room.

48. After reaching the hospital for soldiers, must I turn to the right or left to find my way to the Turkish baths?

49. If you have good baths in the house, I shall require a hot bath exactly at five o'clock, and some ham and eggs afterwards.

50. Have you stamped and sent to post the foreign letters which I wrote this morning, and left on the little table in my room?

51. Before you go across the water to-night, obtain some change for this bank-note, together with a dozen letter-stamps, and put them in the drawer of my table.

52. If Don Lorenzo come to see me to-day, tell him that I have gone to the club, and that I shall not be at home until a quarter before seven.

53. Pack up my brushes and combs, &c., with some clothes, in my travelling-bag, that I may go and spend Saturday, Sunday, and Monday by the seaside.

54. I have met all the friends whom I expected to meet in this hotel, except the one whom I wanted most particularly to see.

55. Can you recommend me an easy-paced saddle-horse, under fifteen hands in height, well trained, for a lady's riding?

56. Will there be any difficulty in finding a white pony to match the one that I drive in my little carriage?

57. After they returned from the bull-fight on Tuesday, they took *an excursion into the West* country, and came home on Wednesday, *both very ill.*

y nos traiga unas empanadillas y llene mi frasco de aguardiente, pues nos detendremos solo tres minutos.

44. No hay temor de que se le deje á V. atrás mientras toma su sopa, con tal que no pierda de vista á ese señor corpulento, visto que es uno de los directores.

45. ¿Sabe V. si reside en este pueblo alguna familia americana ó inglesa á quien poder dirigirme para tomar noticias?

46. Á pesar de lo muy soñoliento que estoy, tengo con todo que salir á tomar algun refrigerio, porque no se volverá á parar el convoy hasta de aquí á tres horas.

47. Durante mi estancia en esta fonda quisiera que mis visitas fuesen conducidas al salon, y no á mi aposento.

48. Cuando habré llegado al hospital militar, ¿debo de torcer á la derecha ó á la izquierda para dar con los baños turcos?

49. Caso que V. tenga comodidad para bañarse en su casa, necesito un baño caliente á las cinco en punto, y luego tomaré unas magras con huevos.

50. ¿Ha sellado V. y mandado al correo las cartas que esta mañana he escrito para el extranjero, y dejado sobre la mesita de mi cuarto?

51. Ántes de que esta noche se vaya al otro lado del agua, cambie V. este billete de banco, y cómpreme una docena de sellos de correo, que pondrá V. en el cajon de mi mesa.

52. Si hoy viniere Don Lorenzo á verme, dile que me he ido al club, y que no volveré á casa hasta las siete menos cuarto.

53. Mete en el talego de viaje mis escobillas, peines, y alguna muda con lo demas necesario, para que pueda ir á pasar el sabado, domingo y lunes á la orilla del mar.

54. He hallado en esta fonda todos los amigos que aguardaba, á excepcion del que mas particularmente necesitaba ver.

55. ¿Podria V. recomendarme un caballo de silla con paso de andadura y menos de trece palmos de altura, bien adiestrado para señora?

56. ¿Habria acaso alguna dificultad en hallar una jaquita blanca para aparearla con la que tira de mi cochecillo?

57. Luego que el mártes volvieron de los toros se fueron á hacer una excursion por el lado del poniente, y el miércoles regresaron ambos muy quebrantados de salud.

58. If you will take my card and give me yours, we can meet at the theatre, and arrange the matters at any hour that may be convenient to you.

59. Would you not have come down to our house last night to see the large ship blow up, if you had heard that she was on fire?

60. When the powder-barrels exploded, the shock was so violent that it broke some of our windows, and stopped the great clock in the hall.

61. I would gladly have jumped into the baker's cart that passed us on the road, if I had thought that there was any doubt of our arriving in time.

62. Your jewels would undoubtedly have been stolen that night if you had not sent for them from the house in which they had been deposited.

63. Could you not have contrived to find a boy to run down to the village to buy some candles before the shops were closed?

64. I should never have thought of enquiring about you here, because I had no idea that you had ever crossed the water to travel in Europe.

65. He might have come here last week, and he would certainly have done so, if the country had not been rendered impassable by the snow.

66. Had not a room been reserved for him at the hotel, he would have had to ask for a bed at the nearest lodging-house, which was two miles off.

67. She will have arrived by this time at the junction, but a telegram may be sent to her on chance, directed to the ladies' waiting-room.

68. He would never have recovered his lost luggage unless he had promptly telegraphed along all three lines of rail to the nearest stations.

69. Perhaps he did not anticipate that no conveyances were to be had in the small villages adjacent to the station where he stopped.

70. He must have heard by this time of her intended departure, but in case he has not, we ought to go and tell him before he starts to see her.

71. He was about to step on board the ship which would have *carried him direct to Rio,* when he was informed that he had *succeeded to a large estate.*

58. Si cambiásemos de tarjetas, podriamos ir á encontrarnos al teatro para zanjar el asunto cuando mejor le conviniere á V.

59. Si hubiera V. sabido que el gran buque se habia incendiado, ¿ no habria V. querido venir ayer noche á nuestra casa para verlo volar ?

60. Cuando hicieron explosion los barriles de pólvora, la concusion fué tan violenta que destrozó algunas de nuestras ventanas y paró el reloj grande de la antecámara.

61. Á tener la menor duda de que no podriamos llegar con tiempo, gustoso hubiera saltado en el carro del panadero que nos pasó de largo en el camino.

62. No se puede dudar de que sus joyas hubieran desaparecido aquella noche si no mandara V. á por ellas al sitio donde estaban depositadas.

63. ¿ No podia V. haber descubierto medio de hallar un muchacho que corriese al lugar para comprarnos velas ántes de que se cerraran las tiendas ?

64. Nunca me hubiera ocurrido preguntar aquí por V., puesto que no tenia yo la menor nocion de que jamas atravesase V. el mar para viajar en Europa.

65. Él bien podia haber venido á esta la semana pasada, y seguramente que así lo hiciera si la nieve no hubiese hecho intransitables los caminos.

66. Si no se le hubiera reservado un aposento en la hostería, se veria precisado á ir á dormir á la posada mas cercana que estaba á dos millas de distancia.

67. Por ahora ya habrá llegado ella á la juncion, mas puede dirigírsele á la ventura un parte telegráfico á la sala donde esperan las señoras.

68. Nunca habria él podido hallar su equipaje perdido á no haber prontamente mandado aviso por telégrafo á las estaciones mas inmediatas de los tres ferrocarriles.

69. Tal vez estaba él lejos de esperarse á no encontrar medios de trasporte en los villorrios contiguos á la estacion en que se detuvo.

70. Ya debe él estar ahora informado de haberse ella partido, pero caso que así no sea debemos ir á decírselo ántes de que se marche á verla.

71. En momentos en que iba á entrar á bordo del buque que le hubiera conducido al Rio Janeiro, recibió noticias de haber heredado *una grande* fortuna.

72. There was no reason why he should not have returned to take possession, except that he hates to leave any project unfulfilled.

73. Whenever he is quarrelsome, let him alone; and if he does not come to his senses before breakfast, let us go out shooting without taking any notice of him.

74. Does your gardener still sell your vegetables furtively? for he did so last year, and if he does so still you may as well put a stop to it.

75. Where have you been all day? and has your friend gone with the party who were going to climb the mountain before sunrise?

76. If you are going to take any of the boys with you over the mountain, take care not to go along the path nearest to the precipice.

77. When, how, and where did you find the keys which your brother had lost on the day before that on which the party went to the forest?

78. Having lost my way in the forest as I came here, I gave my horse his head, and he took me back in the dark to the hotel from which I had started.

79. After eating my supper in a great hurry, I mounted another horse, and, following the high road, I arrived in time to fulfil my engagement to breakfast here.

80. Not having received any tidings as to what ships had arrived, I rode down to the seaport and enquired at the custom-house and recovered my luggage.

81. It was quite uncertain whether we should have been admitted at the hotel, arriving as we did at four o'clock in the morning, wet, and dirty, and without any luggage.

82. Take care! If rain comes on, be sure that you take my luggage, and put it under cover, and do not leave it there unwatched, even for a moment.

83. If anyone of you knows the man by sight, go and find out where he lives, and make him come here to answer for his misconduct last night.

84. Will it be necessary for us to take passports, or have the laws on this subject been swept away since the revolution?

85. *I wish you would* tell us what manners and customs prevail *here which differ materially* from those of England and America.

72. No habia motivo para que no volviera pies atrás y tomara posesion, á excepcion de que le aborrece el dejar un proyecto por efectuar.

73. Siempre y cuando que él busque pendencias, déjele V. en paz, y si ántes del desayuno no se ha vuelto á la razon, salgamos á cazar sin hacer mas caso de él.

74. ¿Acaso su hortelano vende aun á ocultas los vegetales como lo hacia el año pasado? porque si lo hiciere todavia así, mas valdria que V. pusiese á ello un coto.

75. ¿En dónde se ha andado V. todo el dia de hoy? ¿Y su amigo se ha marchado tal vez con aquellas gentes que iban á subir á la montaña ántes de amanecer?

76. Si piensa V. llevar consigo algunos de los muchachos para dar una vuelta en la sierra, cuide V. de no pasar por la senda mas cercana al despeñadero.

77. ¿Como, cuando y donde halló V. las llaves que habia perdido su hermano el dia ántes de que la reunion se fuera al bosque?

78. Habiendome perdido en la selva al venir aquí, solté las riendas á mi caballo, y en medio de la oscuridad él mismo me volvió al meson de donde me habia partido.

79. Despues de haber cenado muy precipitadamente, monté en otro caballo, y tomando el camino real llegué á tiempo para cumplir mi palabra de almorzar aquí.

80. No habiendo recibido aviso tocante á las embarcaciones de arribo, cogí una montura y me fuí al puerto para saberlo de la aduana, recibiendo á un tiempo mi equipaje.

81. Aconteciendonos llegar á las cuatro de la mañana, hechos una sopa, sucios y sin maletas, es muy dudoso si se nos habria recibido en la fonda.

82. Ten cuydado de que si llega á llover, recojas sin falta mis cofres y los pongas á cubierto, sin dejarlos ni un solo instante de la vista.

83. Si alguien de Vds. conoce de vista á ese hombre, que vaya á averiguar donde vive y le haga comparecer para que satisfaga por lo mal que se portó anoche.

84. ¿Estamos obligados aun á proveernos de pasaporte, ó es que ya han desaparecido esas ordenanzas desde que estalló la revolucion?

85. Mucho estimaria nos dijese V. que usos y costumbres de los que aquí estan en boga se diferencian materialmente de los de Inglaterra y de los Estados Unidos.

86. Will it not be unsafe to take our luggage on board before they have cleared away the goods and baggage of those who are just disembarking from the steamer?

87. Ought we not to treat the porter to something to drink after carrying those three heavy boxes up-stairs on such a blazing hot day?

88. Should she have gone to bed before you arrive, ask the lady's maid to give it to her at the earliest possible hour in the morning.

89. When the ship touched there, late at night, I called on them, and though their daughter had gone to bed, she got up again, and dressed on purpose to see me.

90. Leaving the steamer in the canal for three hours, we wandered about in the dark until we observed a light, which guided us to a village, where we supped amongst a party of Arabs.

91. Some of them were so fond of strong waters, and swallowed them so rapidly, that we were very glad to escape from the place unscathed.

92. The Spanish flag is ruby and yellow; the French, white, red, and blue; the Belgian, the same colours horizontally arranged.

93. The Italian is white, red, and green; the Brazilian, green; and the British, white, red, and blue.

94. The Prussian flag is black and white; the Russian, white and red; the Portuguese, blue; the Turkish, red, with a crescent.

95. The United States' flag is red, with stars and stripes; the Swedish, blue.

96. I was told yesterday that the reason for the disturbance was, that a man had been stopped, and carried away by bandits, who claimed a heavy ransom.

97. He would certainly have been murdered for the resistance he offered to them, but that they discovered by his rings that he must be a wealthy man.

98. In attempting to escape from them in the forest, he was tracked, seized, maltreated, and manacled for three weeks.

99. What you say about those already received may be very true; but at any rate if they are not so good as yours, they are far better than any others.

100. Coachman, drive fast in this open space, where there are no

86. ¿ No será tal vez arriesgado embarcar nuestro equipaje ántes de que saquen del bajel los géneros y efectos de los pasageros que estan saltando en tierra ?

87. ¿ Debemos dar una propina al mozo de cordel que nos ha subido aquellos tres cajones tan pesados para que vaya á echar un trago con este calor que lo asa á uno vivo ?

88. Si cuando llegares ya estuviese acostada, dile á la doncella que se lo entregue muy de mañana.

89. Mientras que el buque hacia allí escala á deshora fuí á visitarles, y bien que su hija ya se fuese á descansar, se levantó y vistió de pronto con el objeto de venir á verme.

90. Dejando por tres horas el vapor en el canal, anduvimos errantes de una parte á otra en la oscuridad hasta que divisamos una luz, la que nos condujo á un lugarejo donde cenamos en compañía de una tropa de árabes.

91. Era tanta el agua cruda que algunos de ellos vorazmente engullian por lo mucho que les gustaba, que cuando nos salimos de allí nos alegramos de que fuese sin lesion alguna.

92. La bandera española es roja y amarilla ; la francesa azul, blanca y encarnada ; la belga tiene identicos colores puestos orizontalmente.

93. La italiana es blanca, encarnada y verde ; la brasileña verde, y la británica blanca, encarnada y azul.

94. La bandera prusiana es negra y blanca ; la rusa blanca y encarnada ; la portuguesa azul ; la turca encarnada con la media luna.

95. La de los Estados Unidos es encarnada, con listas y estrellas, y la sueca azul.

96. Ayer me dijeron que el alboroto consistiera en haber los bandidos detenido á un individuo y llevadoselo consigo, exigiendole un fuerte rescate.

97. Indudablemente le hubieran asesinado por la resistencia que hizo, á no haber descubierto por sus anillos que él debia ser hombre acaudalado.

98. Como procuraba escaparse de ellos en la selva, le fueron en perseguimiento, y al cojerle le maltrataron, teniendole maniatado durante tres semanas.

99. Bien puede ser verdad lo que V. dice respecto á los que ya estan admitidos ; pero caso que no sean tan buenos como los suyos, son mucho mejores que cualesquiera otros.

100. Cochero, guia aprisa por los claros donde no hay coches ni

carriages and carts, for otherwise we shall not be able to reach the station in time.

101. In crossing the river during a hurricane, the boatman loudly invoked the saint, but 'when the river was past, the saint was forgotten.'

102. Whenever he was in difficulties, he comforted himself with the reflection that 'where one door shuts, a hundred open.'

103. He cannot make up his mind whether he ought to prepare his son for the army, or whether he should send him to study farming, and then to emigrate.

104. Although the boatman warned him that the wind was veering round, he would not wait for his friends, and he was unable to manage the boat without their aid.

105. Besides abandoning his friends on the island all night without any shelter, he went away, without even leaving them a hamper of provisions.

106. You need not expect to find him at home to-day, because whilst I was going to the station, I saw him mounting his horse to ride in company with two ladies.

107. As he knows that their house is full, and that there is no hotel in this place, you cannot expect him to stay with you after six o'clock, when the latest train returns.

108. I wish you would come out and look after your own luggage, instead of idly chattering with the ladies in the refreshment-room, when we change carriages.

109. If you have no objection to exchange places with me, you will obtain a better view of the country from this seat.

110. Have you heard any particulars of the murder of three travellers which was perpetrated near that village ten days ago?

111. Gentlemen, you have kept all the windows closed for thirty minutes, and now, with your permission, I will open this one for five minutes.

112. Have you heard the reasons given by the Minister of Finance last night for resigning his seat in the Cabinet?

113. Do you know whether the great debate on the budget is to be concluded this evening, or will it extend into next week?

114. Can you tell me the history of any of these old castles, and *why they have fallen* completely into decay?

carretas, pues de otro modo no podremos llegar con tiempo á la estacion.

101. Era muy dado á las devociones el barquero en lo fuerte de la tempestad, pero luego, 'Á rio pasado, santo olvidado.'

102. Siempre que se via apurado, se consolaba con reflexionar que 'donde una puerta se cierra, ciento se obren.'

103. Él no sabe que hacerse, si dedique su hijo á las armas ó le destine á la agricultura, y le mande luego ir á establecerse en el extranjero.

104. Por mas que el barquero le previno de que el viento iba á mudar, no quiso esperar á sus amigos, y así es que sin su ayuda no pudo manejar el bote.

105. Además de abandonar en la isla toda la noche á la inclemencia á sus amigos, se marchó sin dejarles ni siquiera un cuébano de víveres.

106. Es inútil espere V. hallarle hoy en casa, pues al ir yo á la estacion le vi montar á caballo para dar un paseo en compañia de dos señoras.

107. Sabiendo él que su casa está llena, y que no hay fonda en el lugar, no puede V. esperar se detenga en su compañia hasta mas de las seis, cuando regresa el último convoy.

108. En lugar de estar ociosamente charlando con las damas en la sala de refresco al mudar de carruajes, mas valdria que viniese V. á cuidarse de su equipaje.

109. Si V. no tiene inconveniente en que mudemos de sitios, podrá V. ver mucho mejor el pais desde este asiento.

110. ¿Ha sabido V. algunos detalles acerca del asesinato de tres viajeros cometido hace diez dias junto á aquel villorrio?

111. Caballeros, durante media hora han estado cerradas todas las vidrieras, y si ahora me lo permiten Vds., abriré esta por unos cinco minutos.

112. ¿Ha oido V. decir que razones alegó anoche el Ministro de hacienda para hacer dimision de su cartera?

113. ¿Sabe V. si se ha concluido esta noche el gran debate sobre el presupuesto, ó si tendrá tal vez que alargarse á la semana que viene?

114. ¿Podria V. contarme la historia de alguno de esos antiguos *castillos*, y porque se hallan tan completamente derruidos?

115. How did it happen that so many millions were spent in carrying out the little wars in Africa and America?

116. To what extent have the troops been disbanded? and what is the present strength of the army on paper, and what in fact?

117. Gentlemen, if some of you will come on deck, this hot evening, the ladies may be spared from the nuisance of loud talk and tobacco-smoke in the saloon.

---

118. Mastery is the primeval process, instinctively followed in childhood, but rectified and reduced to a system.

119. It has also been adopted unwittingly by everyone who has ever learnt to speak any foreign language like a native.

120. But as yet no one has pointed out a path by which ALL may advance directly and unerringly to success.

121. Nor has anyone exposed the fallacies, the sophistries, and the obstructions in the existing systems of teaching.

122. Our teachers remorselessly plunge us into all the muddiest pools of the morass of grammar.

123. Not knowing that sentences may be used as fascines to make a floating-bridge across that bottomless abyss.

124. And ignoring their own daily experience that the study of grammar at first is an impediment to fluency.

125. Because it cuts asunder and scatters words and syllables which ought to be riveted together in the memory.

126. The greatest puzzle regarding the colloquial attainment of foreign languages is to decide How to begin.

127. The main object is to discover how we can learn with the greatest economy of time and labour.

128. Speech is the utterance of sentences, and therefore beginners ought to learn nothing else.

129. The best way to begin is to commit to memory, one by one, comprehensive colloquial sentences.

130. The English versions of the mastered sentences must always be retranslated in irregular succession.

131. To obtain fluency, you ought to learn thoroughly sentences *containing from fifteen to* twenty words each.

115. ¿Como pues llegaron á consumirse tantos millones para sostener las pequeñas guerras en África y América?

116. ¿Hasta qué punto se han licenciado las tropas, y cual es en nómina la fuerza actual del ejercito, y cual su efectivo?

117. Si algunos de Vds., señores, quisiesen pasar el anochecer sobre cubierta por el bochorno que hace, se evitaria que el ruido de la conversacion y el humo del tabaco incomodasen á las señoras en el salon.

---

118. La Maestría es el órden primitivo, seguido por instinto en la infancia, mas luego rectificado y reducido á sistema.

119. Tambien ha sido sin saber adoptado por todo aquel que aprendió á hablar alguna lengua extranjera como los naturales del pais.

120. Pero hasta ahora nadie ha dado á conocer una senda por la que TODOS puedan con seguridad y en derechura encaminarse á un buen éxito.

121. Ni tampoco se ve quien haya censurado las supercherías, sofismas y obstáculos de que abundan los sistemas existentes de enseñanza.

122. Nuestros pedagogos nos sumergen sin compuncion en todos los charcos mas cenagosos de los tremedales de gramática.

123. Por ignorar que se pueden emplear las frases á modo de faginas para construir un puente flotante sobre esa insondable sima.

124. Y por desconocer su propia experiencia diaria de que el estudio de la gramática en el principio obsta á la fluidez.

125. Á causa de que divide en dos partes y desparrama las voces y sílabas que debrian afianzarse juntas en la memoria.

126. Tocante á conseguir platicar en lenguas extranjeras, la mayor perplejidad consiste en decidir como se ha de empezar.

127. La cuestion principal es la de como se ha de aprender á hablar con la mayor economía de tiempo y labor.

128. El lenguage es la prolacion de períodos, y por lo tanto no deben los principiantes aprender nada mas.

129. El mejor modo de principiar es estudiar de memoria una por una frases dialogales comprensivas.

130. La version inglesa de las frases dificultosas que se han así vencido debe volver á traducirse en sucesion interrumpida.

131. Para adquirir fluidez se necesita aprender á fondo períodos que abracen de quince á veinte palabras cada uno.

132. Avoid learning unconnected words, because it is impossible for a beginner to string them together in proper form.

133. Avoid seeing or hearing any words in excess of those which constitute the lesson of the day.

134. The true intonation is to be acquired by imitating the voice of a foreigner uttering sentences—not single words.

135. Let this be done frequently, if possible, during the first week, because such frequency of action is invaluable.

136. It is impossible for a foreigner to learn the true pronunciation of English or French from books.

137. And it is absurd for English or French persons to attempt to pronounce any foreign language at sight of the Roman characters.

138. The sounds and the spelling are so conflicting, that the latter must be excluded at first.

139. The true pronunciation can only be acquired by the natural process of reiterated imitations of the voice of a foreigner.

140. But when orthography is superadded, the difficulties of the beginner are increased a hundredfold.

141. The reason why beginners cannot string foreign words together in sentences is, that they have not mastered sentences to fit them into.

142. It is useless to read a foreign book for the purpose either of gaining, or of retaining, or of recovering the power of speaking the language.

143. The practice of writing in a foreign language is much more useful than the mere reading it in books.

144. But to gain facility of speech oral composition must be practised at intervals every day.

145. To those who have not learned any sentences, the most complete knowledge of grammar is of little value.

146. It is solely from this cause that we find persons who have lived abroad for many years utterly incapable of conversing.

147. To this cause also may be ascribed the lifelessness of the *modes of teaching the* dead languages.

132. Huiase de estudiar palabras inconexas, porque es imposible á los principiantes de encadenarlas con el órden debido.

133. Evítese leer ú oir toda palabra que no esté comprendida en la leccion del dia.

134. La verdadera inflexion tiene que adquirirse imitando el sonido de la voz de un extranjero cuando articula frases, y no palabras sueltas.

135. Repítase esto, si es posible, varias veces por dia durante la primera semana, pues la frecuente reiteracion de un tal ejercicio es inapreciable.

136. Es imposible para un extranjero el aprender en los libros la verdadera pronunciacion inglesa ó francesa.

137. Así como es repugnante á la razon el que un inglés ó francés quiera pronunciar cualquiera lengua extranjera por lo que ve en carácter redondo.

138. Estando los sonidos y la ortografía tan encontrados, es preciso no ocuparse de esta en un principio.

139. La verdadera pronunciacion puede solamente adquirirse por el sencillo medio de imitar reiteradamente la voz de un extranjero.

140. Pero cuando se sobreañade á la ortografía, las dificultades del principiante son cien veces mayores.

141. La razon porque no aciertan los principiantes á enlazar palabras extranjeras en períodos consiste en no haber bien aprendido períodos á que puedan ajustarlas.

142. De poco sirve la lectura de un libro extranjero con la mira de adquirir, conservar ó recobrar la facultad de hablar ese idioma.

143. Mucho mas útil es la práctica de escribir cartas en una lengua extraña que no lo es la mera lectura de sus libros.

144. Mas para adquirir facilidad en el hablar hay que ejercitarse á intervalos cada dia en la composicion oral.

145. Para los que no han aprendido frases, de bien poco les sirve tener grandes conocimientos de gramática.

146. Y esta es la causa única porque se ven gentes que habiendo vivido muchos años en pais extranjero son totalmente incapaces de conversar.

147. Se debe tambien atribuir á igual causa la falta de vigor en los *modos* existentes de enseñar las lenguas muertas.

148. Nothing can infuse vitality but the vigorous action of the memory in reproducing diversified sentences.

149. Foreign sentences are to be utilised by interchanging one word at a time in the English versions, and then translating them.

150. This is an exercise, the practical value of which is incomparably greater than that of any other kind of instruction.

151. If you master some complicated sentences at first, you soon acquire confidence and facility of speech.

152. If the beginner is resolute to attain excellence and facility of speech in the most expeditious manner,

153. And if he will be content at first with the *copia fandi*, without aspiring to the *copia verborum*,

154. Let him take six short lessons every day, and on each occasion rehearse all the previous lessons.

155. Long sentences are the best, because each of them contains many shorter ones.

156. But on the other hand, it is impossible to extract long sentences from short ones.

157. Sentences literally translateable into the mother-tongue are to be regarded as of the very smallest value.

158. On the other hand, those sentences are the best in which the order of the words is most inverted.

159. Do not expect to understand what foreigners say to you at first, but be thankful if they understand what you say to them.

160. Do not attempt to converse with foreigners until you have mastered some complete sentences, which you can deliver with fluency.

161. Unless you have appropriated some idiomatic sentences, you cannot possibly express yourself idiomatically.

162. The treachery of the memory must be baffled by placing no reliance on its unaided efforts,

163. And by persistently reading all the sentences, or hearing them read before each rehearsal.

164. MASTERY *is the* power of reproducing foreign sentences with *fluency, accuracy, and* promptitude.

148. Nada puede infundir vitalidad excepto la accion vigorosa de la memoria cuando se habitua á reproducir períodos diversificados.

149. Se tendrán que utilizar las frases de la lengua extranjera permutando uno á uno los vocablos de las versiones inglesas y traduciendolos de seguida.

150. Este es un tema cuya utilidad práctica es incomparablemente superior á todo otro genero de instruccion.

151. Si desde un principio se llegan á vencer algunas sentencias dificultosas, pronto se adquiere confianza y facilidad en el hablar.

152. Si el principiante está resuelto á adquirir perfeccion y facilidad en expresarse con la mayor prontitud,

153. Y si al principio solo se contentare con la *copia fandi*, sin aspirar á la *copia verborum*,

154. Que estudie cada dia seis cortas lecciones, y á cada vez que repita todas las anteriores.

155. Períodos largos son preferibles, por cuanto se encierran en cada uno de ellos muchos otros mas breves.

156. Por otro lado es imposible extraer frases largas de cortas.

157. Deben considerarse como de muy poco valor los períodos traducibles literalmente en la lengua materna.

158. Por otra parte, aquellas sentencias cuyo órden de vocablos está muy invertido son las mas ventajosas.

159. No hay que prometerse se entenderá al principio lo que hablen los extranjeros, mas debe uno darse por satisfecho de que ellos comprendan lo que se les dice.

160. No hay que aventurarse á conversar con extranjeros hasta haberse bien impuesto en algunas frases completas que se puedan recitar con facilidad.

161. No cabe el espresarse idiomáticamente en un idioma á menos de no hacerse un fondo de frases idiomáticas.

162. Es necesario desconcertar la perfídia de la memoria, no poniendo confianza en sus esfuerzos no segundados,

163. Y leyendo con persistencia todas las frases ú oiéndolas leer ántes de cada repeticion.

164. La Maestría consiste en la facultad de reproducir fácil, *correcta y prontamente* períodos en una lengua extranjera.

165. There is great pleasure in the recitation of foreign sentences which have been firmly fixed in the memory.

166. And there is a feeling of triumph in the suddenly acquired power of delivering long sentences.

167. Whereas nothing but disgust ensues from efforts to recall sentences which have not been learnt thoroughly.

168. It is essential, therefore, that the first lessons should be so short that they may be easily grasped by the memory,

169. And that beginners may reproduce them all with the same facility with which they speak their mother-tongue.

165. Se complace uno en recitar frases en lengua extraña cuando se saben bien de memoria.

166. Y se experimenta una sensacion de triunfo en haber de repente adquirido la facultad de formar largas oraciones.

167. En tanto que nada causa mas hastío como el esforzarse en recordar períodos que no se han estudiado á fondo.

168. Es por lo tanto importante que las primeras lecciones sean tan cortas que puedan con facilidad retenerse en la memoria,

169. Y que puedan los principiantes repetirlas todas con la misma prontitud que si hablasen su lengua matriz.

APPENDIX 1.

Diversifying Table showing the commonest English Words grouped so as to facilitate the making of VARIATIONS, *to be used as Exercises in vivâ voce composition in any language, whether ancient or modern.*

A. unless, if, whether, although, yet, but, besides, except, during, whilst, because, for, as, whereas, since, after, before, instead of, that, lest, until, upon, whenever, therefore, in, from, without, before, else, and, or.

B. I, thou, he, she, it, we, you, they; my, thy, his, her, its, our, your, their.

C. am, art, are; be; do, does, did; have, has, had; is, was, wast, were, wert; will, would, shall, should; can, could; may, might; must; ought, let.

D. being, been; bought, buying; brought, brings; calls, called; comes, came; doing, done; find, found; gave, given; going, gone; having; meets, met; makes, made; put; saw, seen; sell, sold; sends, sent; showed; stopped; taken, took; telling, told; wanted; went; procured.

E. me, thee, him, her, it, self, us, you, them, selves; my, his, her, its, our, your, their; mine, thine, hers, ours, yours, theirs; a, an, the.

F. which, who, whom; how much, how many; why; when; whither, whence, where; whose, what, how.

G. a, an, the; this, more, such, that, any, every, another, several, those, most, these, other, either, neither, some, many, few. rest; one, first, two, second, &c.

H. on, into, of, instead of, between, out of, about, beyond, over, through, near, among, below, under, towards, in, down, to, at, behind, beside, with, from, without, concerning, before, after.

I. together, often; to-day, yesterday, to-morrow; here, there; better, best; yes, no, not; back, very, next, first, away, soon, afterwards, always, well, ago, than.

DIRECTIONS.—Take any sentence, being an English version of a foreign one already committed to memory, and interchange the words, one at a time, with those in the groups to which they severally belong.

When the words in this list have all been mastered, proceed to diversify the sentences as in Examples I. and II. Substitute nouns for pronouns, and pronouns for nouns, at pleasure.

The auxiliary verbs ought frequently to be massed thus: '*might have been*,' &c.

DIVERSIFIED SENTENCES.

c b c e d g d h g g h g
I. Can you let me have a sitting-room on the first floor for three days?

c b c e d g d h g g h g
Will you let me *take* a sitting-room on the *third* floor for *four* days?

a b c i d e h e b c i c d
II. If I had not met your servant in the street, I should not have known
a b c d h
that you had returned from Spain.

a b d e h e b c i d a
Although we saw her child near their house, we could not believe that
b c i d h
they had not started for Portugal.

APPENDIX II.

Table showing the Inflections of the Variable Parts of Speech in the Spanish Language.

El, la, lo; los, las; un, una; unos, unas; del, de la; de los, de las; al, á la; á los, á las.
Casa, casas; mujer, mujeres; turquí, turquíes; buey, bueyes.
Bueno, buena; buenos, buenas.
Inglés, inglesa; ingleses, inglesas
Ancho, ancha; anchos, anchas.
Fuerte, fuertes.
Valiente, valientes.

Yo, me, mí; nos, nosotros, nosotras.
Tú, te, tí; vos, vosotros, vosotras.
Él, ella, ello; ellos, ellas.
Le, lo, la; les, los, las.
Mi, mio, mia; mios, mias.
Tuyo, tuya; tuyos, tuyas.
Su, suyo, suya; suyos, suyas.
Nuestro, nuestra; nuestros, nuestras.
Vuestro, vuestra; vuestros, vuestras.
Que; quien, quienes; cuyo, cuya; cuyos, cuyas.

Est-uviere, -uvieres, -uviere; -uviéremos, -uviéreis, -uvieren.
Est-uviera, -uvieras, -uviera; -uviéramos, -uviérais, -uvieran.
Est-uviese, -uvieses, -uviese; -uviésemos, -uviéseis, -uviesen.

Hab-er, -iendo, -ido, -ida; hé, habed.
He, has, ha; habemos (*or* hemos), habeis, han.
Hab-ia, -ias, -ia; -íamos, -íais, -ian.
Hub-e, -iste, -o; -imos, -isteis, -iéron.
Hab-ré, -rás, -rá; -rémos, -réis, -rán.
Hab-ria, -rias, -ria; -ríamos, -ríais, -rian.
Haya, hayas, haya; hayamos, hayais, hayan.
Hubiere, hubieres, hubiere; hubiéremos, hubiéreis, hubieren.
Hubiera, hubieras, hubiera; hubiéramos, hubiérais, hubieran.

Conced-eria, -erias, -eria; -eríamos, -eríais, -erian.
„ -a, -as, -a; -amos, -ais, -an.
„ -iere, -ieres, -iere; -iéremos, -iéreis, -ieren.
„ -iera, -ieras, -iera; -iéramos, -iérais, -ieran.
„ -iese, -ieses, -iese; -iésemos, -iéseis, -iesen.

Combat-ir, -iendo, -ido, -ida; -e, -id.
„ -o, -es, -e; -imos, -is, -en.
„ -ia, -ias, -ia; -íamos, -íais, -ian.
„ -í, -iste, -ió; -imos, -isteis, -iéron.
„ -iré, -irás, -irá; -irémos, -iréis, -irán.
„ -iria, -irias, -iria; -iríamos, -iríais, -irian.
„ -a, -as, -a; -amos, -ais, -an.

Este. esta, esto; estos, estas.
Ese, esa, eso; esos, esas.
Aquel, aquello, aquella; aquellos, -as.

Ser, siendo, sido; sé.
Soy, eres, es; somos, sois, son.
Era, eras, era; éramos, érais, eran.
Fuí, fuiste, fué; fuimos, fuísteis, fuéron.
Ser-é, -ás, -á; -émos, -éis, -án.
Ser-ía, -ías, -ía; -íamos, -íais, -ían.
Sea, seas, sea; seamos, seais, sean.
Fuere, fueres, fuere; fuéremos, fuéreis, fueren.
Fuera, fueras, fuera; fuéramos, fuérais, fueran.
Fuese, fueses, fuese; fuésemos, fuéseis, fuesen.

Estar, estando, estado.
Est-oy, -as, -á; -amos, -ais, -án.
Est-aba, -abas, -aba; -ábamos, -ábais, -aban.
Est-uve, -uviste, -uvo; -uvimos, -uvísteis, -uviéron.
Est-aré, -arás, -ará; -arémos, -aréis, -arán.
Est-aría, -arías, -aría; -aríamos, -aríais, -arían.

Hubiese, hubieses, hubiese; hubiésemos, hubiéseis, hubiesen.

Am-ar, -ando, -ado, -ada; -a, -ad.
„ -o, -as, -a; -amos, -ais, -an.
„ -aba, -abas, -aba; -ábamos, -ábais, -aban.
„ -é, -aste, -ó; -amos, -ásteis, -áron.
„ -aré, -arás, -ará; -arémos, -aréis, -arán.
„ -aria, -arias, -aria; -aríamos, -aríais, -arian.
„ -e, -es, -e; -emos, -eis, -en.
„ -are, -ares, -are; -áremos, -áreis, -aren.
„ -ara, -aras, -ara; -áramos, -árais, -aran.
„ -ase, -ases, -ase; -ásemos, -áseis, -asen.

Conced-er, -iendo, -ido, -ida; -e, -ed.
„ -o, -es, -e; -emos, -eis, -en.
„ -ia, -ias, -ia; -íamos, -íais, -ían.
„ -í, -iste, -ió; -imos, -isteis, -iéron.
„ -eré, -erás, -erá; -erémos, -eréis, -erán.
„ -iere, -ieres, -iere; -iéremos, -iéreis, -ieren.
„ -iera, -ieras, -iera; -iéramos, -iérais, -ieran.
„ -iese, -ieses, -iese; -iésemos, -iéseis, -iesen.

Cordial, -mente, -idad.
Especial, -mente, -idad.

Amistoso, amistosamente.
Bondadoso, bondadosamente.

Lindo, lindísimo.
Grande, grandísimo.

Hombre, hombrecito, hombrecico, hombrecillo; hombron, hombrazo.
Caballo, caballito; caballote.
Bueno, mejor, óptimo.
Malo, peor, pésimo.

APPENDIX III.

Tabla de las Inflexiones de las Partes variables de la Oracion en el Idioma inglés.

Table showing the Inflections of the Variable Parts of Speech in the English Language.

I	he	she	it	we	you	they	who
me	him	her	it	us	you	them	whom
my	his	her	its	our	your	their	whose
mine	his	hers	its	ours	yours	theirs	whose

this	that	thyself	himself	ourselves
these	those	itself	herself	yourselves
				themselves

large larger largest

person person's persons persons'

take	do	want	have	be, am
takes	does	wants	has	is
taking	doing	wanting	having	being
took	did	wanted	had	was, were
taken	done	wanted	had	been

can	shall	may	will
could	should	might	would

APPENDIX IV.

CRITICAL NOTICES.

'I have gradually arrived at a decided conviction that in teaching languages we begin at the wrong end. Formerly, people used in science to begin with theories and proceed to facts, now good teachers of science lead even beginners to observe facts first, and then proceed to laws. But in grammar we still begin with abstract principles, which it is impossible for a child's mind to assimilate. When sentences are first taught and variations made, upon the plan recommended by Mr. Prendergast, I have found that children do not pronounce with the usual British accent, and do learn to express themselves in idiomatic French and German. They get to know, as Dr. Moberly expresses it, the sentence-moulds of other languages. Besides, the power of observation is cultivated; they learn to make rules themselves, and their grammatical faculty is developed. So far from the Mastery system, rightly understood, being a superficial one, it is the most thorough I know. I hope we shall, eventually, teach grammar as we now teach arithmetic. I mean, give no rules, but induce the learner to find them out.'—*See preface to Summary of H.M. Commissioners' Reports on Female Education by D. Beale, Principal of Ladies' College, Cheltenham* 1869.

'Among the educational problems which still remain unsolved in England, that of the best method of teaching languages stands pre-eminent. Numerous processes, called methods, are, it is true, in use among us, and it is also true that by means of them a certain measure of success is attained, but the principles on which success or failure depend are little understood by the ordinary run of teachers. * * * * The multitude of "methods" attests the lack of fixed principles of teaching. The fact is, and a very important fact too—that we only arrive at efficient processes of instruction by deducing from the natural method of learning * * * * the natural and true method of teaching. The main business of the teacher is to teach the pupil how to teach himself. Mr. Prendergast has, in an extremely interesting treatise, "The Handbook to the Mastery Series," shown that a "natural" system of teaching involves (1) very short lessons, (2) perfect mastery of them (hence the term "mastery"), (3) constant repetition of all that has been learnt, with a view to retain the mastery acquired. Then as to the matter of the lessons. These consist not of mere words and phrases as elements to be employed synthetically, but of entire idiomatic sentences—to be first "mastered," then resolved into their component parts. Mr. Prendergast says nothing that Jacotot has not said before him; but he says it more clearly, and, moreover, avoids in the practice some of the errors into which that great master of the didactic art himself fell. We strongly recommend Mr. Prendergast's "Handbook,"

as a lucid exposition of many very valuable didactic principles; and also his adaptation of them to practice in the separate volumes dedicated to "French" and "German;" and we especially advise those who intend to give his system a trial to "master" the "Handbook" in the first instance.'—*Pall Mall Gazette.*

'The writer determined to put the Mastery system to the test in Germany. * * * * After a study of less than two weeks, he was able to sustain conversation in the newly-acquired language on a great variety of subjects * * * * So completely did the Mastery system vindicate its practicability in the test to which it was thus subjected, that the writer feels it his duty, as it is his pleasure, to recommend it whenever and wherever opportunity offers; and not only to scholars and students of linguistic science would he extend this recommendation, but to tourists and pleasure-seekers who may perchance have but a limited amount of time for their foreign investigations.'—*Preface to the American Edition, by Professor Gallaudet, Principal of the Columbia Institute, Washington.*

'If we are, as some think, on the eve of a great reformation in the methods of studying language, Mr. Thomas Prendergast will certainly be recognised as its Luther. Educational conventions have debated the possibility of inventing a better system of instruction. College fellows have puzzled their venerable heads over the subject. It has found its way into the Reviews. At last, the time has come and the man! Mr. Prendergast, in his book "On the Mastery of Languages," propounded the theory that the true way to learn an unknown language is, not to parrot its grammar and to thumb its lexicon, but to go to work, as a child does, to learn words and the idiomatic arrangement of words, and at once to put them to use.'—*Hartford Courant, Conn., U. S. A.*

'Mr. Prendergast's "Mastery System" of teaching languages, which has recently been introduced in England, and met there with the most extraordinary success, is truly a marvel of simplicity and ingenuity; and we cannot too strongly urge teachers and students of German and French to give the above-named manuals a trial. Teachers will find that this new system considerably lessens their arduous task, and that it offers more guarantees of speedy and certain success than any of the old theories; and the students will not have to burden their minds with all that mass of unnecessary rubbish with which most of the French and German grammars now in use abound; and will, after a comparatively short time, not only be able to read the languages, but to speak and pronounce them correctly.'—*Lafayette Courier* (*U. S.*).

'It is a system carefully and philosophically deduced from the author's own experience and observation.'—*Daily News.*

'We know that there are some who have given Mr. Prendergast's plan a trial, and discovered that in a very few weeks its results had surpassed all their anticipation.'—*Record.*

'We have argued the subject in our own mind, but we must frankly confess that we have found all our objections answered in an apparently satisfactory manner in the "Handbook." * * * In so far as we are enabled to judge, the "Mastery System" is worthy of an unprejudiced trial.'—*Greenock Advertiser.*

'*To gain a thorough* command of the common phrases which the majority *use exclusively, and all men* use chiefly, is the goal at which the "Mastery

System" aims; and we think that that goal can be reached by its means more easily, and in a shorter time, than by any method yet made known. * * * With such a preparation, the Englishman may go abroad and open his mouth confidently. * * * We know of no other plan which will infallibly lead to this result in a reasonable time, and therefore we heartily recommend the "Mastery System." Manuals of the French and German have been published, and the method will no doubt be applied to other languages.'—*Norfolk News.*

'Mr. Prendergast leaves no stone unturned to endeavour to make his theory clear, and he argues it out with such power and truth that one cannot help going along with him, feeling that his statements are sensible and just.'—*Dublin Evening Mail.*

'* * * Believing, from our own experience and observation of the process, that it is the memory not of words but of the form of a few typical sentences which helps us the most in our attempts to talk a new tongue.'—*Papers for the Schoolmaster.*

'En un mot, c'est le système le plus pratique que la philologie ait produit pour l'enseignement des langues étrangères.'—*L'Impartial de Boulogne-sur-Mer.*

'In Spanish we have one of Mr. Thomas Prendergast's "Mastery Series" (Longmans), a system which very competent judges pronounce to be of the very highest efficiency.'—*Spectator.*

EXTRACTS FROM LETTERS TO THE AUTHOR.

From the celebrated linguist Professor Cenek Sercl, University of Kharkov.

'The more I reflect upon the "Mastery System," and the more I practise it, the more I see its value. * * * The languages which I teach according to your principles are Sanscrit, English, Italian, Turkish, and German. I am quite proud of one pupil who mastered German in twenty lessons, and became one of your most zealous admirers. Those scholars who keep strictly to the order and learn most rigorously by heart show the best progress.'

From the Rev. R. S. Clough, late President of the Protestant Theological College, Seville.

'Your system of teaching the Spanish language is in my opinion superior to any other extant, and if the instructions given be duly followed, the inevitable consequence must be all that could be desired. Where other methods have been hopeless, your system has been crowned with success. I consider it a positive boon to teachers and students of the Spanish language.'

From the Rev. J. J. Jones, B.A., Kandy, Ceylon.

'Greek and Latin Manuals will be an inestimable boon to thousands.'

OPINIONS OF THE HOME AND COLONIAL JOURNALS.

'*Prendergast's Mastery Series* (Longmans) is the name of a collection of little books designed for the teaching of foreign languages on what we are sure Mr. Lowe would call the true principle. That principle may be explained in a line—it is first learning the language and then studying the grammar, instead of first studying the grammar and then learning—or trying to learn—the language. We are with Mr. Prendergast wholly, and can cordially recommend his German and French instruction books.'—*Morning Star.*

'Among the many educational books issued by Messrs. Longmans those of Mr. Thomas Prendergast are not the least valuable. This plan is designed to secure economy of time and labour, by compressing a great deal of the language into a small compass, and excluding everything not essential. We can heartily commend them.'—*John Bull.*

'The object of the author of this series of Manuals is to facilitate the learning of a foreign language by pursuing the course which nature seems clearly to indicate as the proper one. . . . By steadily pursuing the course prescribed by the author, the pupil will easily and speedily acquire the power of using the idiomatic forms of a foreign language as fluently and promptly as those of his mother tongue.'—*Bell's Messenger.*

'Mr. Prendergast leaves no stone unturned to endeavour to make his theory clear, and he argues it out with such power and truth that one cannot help going along with him, feeling that his statements are sensible and just.'—*Dublin Evening Mail.*

'The question is suggested, therefore, In making ourselves acquainted with a foreign idiom, should we begin or *end* by studying its grammar? Should we not first ascertain what that idiom is, and afterwards classify the facts ascertained? Should we not, in short, prefer the inductive to the deductive process? It was Mr. Prendergast's experience in India that led him to ponder whether the natural system of acquiring a command of language did not possess an intrinsic superiority to the ordinary plan. He came to the conclusion that to know how two or three hundred words should be arranged in all possible combinations in any given language is to have a practical command or "mastery" of that language. . . . We know that there are some who have given Mr. Prendergast's plan a trial, and discovered that in a very few weeks its results had surpassed all their anticipation.'—*Record.*

'We have argued the subject in our own mind, but we must frankly confess that we have found all our objections answered in an apparently satisfactory manner in the "Handbook." . . . In so far as we are enabled to judge, the "Mastery System" is worthy of an unprejudiced trial.'—*Greenock Advertiser.*

'Mr. Prendergast's "Mastery System" for the learning of foreign languages appears to have been partially adopted by M. Duruy, the French Minister of Public Instruction, who has found that it is much easier to *teach a pupil to* speak a foreign language than to teach him to read it with

fluency. Under the more natural system which is now pursued in the public schools, it appears from the *Bulletin administratif de l'Instruction publique* that the number of pupils who can speak a foreign language has doubled.'—*Academia.*

'"The Mastery System" is the term applied by Mr. Prendergast to a method, which he would probably say that nature invented, but which he has analysed and applied, of speaking foreign languages idiomatically. . . . A week's patient trial of the French Manual has convinced us that the method is sound, and will, if patiently followed, lead to the result proposed. The Handbook is well named, and contains many suggestions of great interest upon the various methods in use of acquiring a knowledge of foreign tongues. . . . It is worth attentive study, and as a most thoughtful analysis of the attitude and action of the mind in acquiring the power of speech, must interest every one who loves education, whether he wish or not to apply the method to help himself in becoming a linguist.'—*Papers for the Schoolmaster.*

'At a moment when the old methods of education, whether special or general, are being duly overhauled, Mr. Prendergast's views on so important a subject as the best mode of teaching, and the readiest way of acquiring languages, ought not to be overlooked.'—*Leader.*

'The principle on which the system is based is in direct opposition to the old-fashioned notion that the study of grammar is the proper introduction to a language. . . . The simplicity and naturalness of the system are obvious, and we commend it to the attention of philologists and students.' —*Midland Counties Herald* (Birmingham).

'To say that a man shall not learn a language before learning its grammar is as agreeable to common sense as the remark of the Irishman that he would never venture into the water before he had learnt to swim. . . . But where the facts are not only palpable, but even easier to be learned than the theory, we hold it to be sheer waste of toil to learn the theory first. Learn logic, mathematics, history, to exercise the mind, while the process of learning languages is lasting; afterwards grammar will take its proper place as an adjunct to them, and will illustrate logic, and be illustrated by it in turn. . . . Mr. Prendergast, in his Handbook to the "Mastery Series," lucidly and forcibly sets forth the faults of the old system, and gives many most useful hints for the formation of a new one. . . . We join with Mr. Prendergast in his regrets that Latin is now no longer cultivated as a spoken language; and would suggest that if ever it should be destined to regain its place as the common language of cultivated men of different countries in their mutual intercourse, it will be on the system which Mr. Prendergast has ably expounded that it must be learnt. We would willingly see a handbook to Latin on the modern plan from his pen.'— *Edinburgh Courant.*

'A philosophical work on the "Mastery of Languages."'—*Paper read before the Church Schoolmasters' Association, by Mr. Baker.*

'Nothing is perhaps more greatly coveted than the power of *speaking* foreign tongues, and yet how few there are who attain it! . . . The point in dispute is, *when* the grammar should be used. Nobody pretends that a perfect acquaintance with a language can be gained in any case without studying a systematic exposition of its principles; but the question is, should the philosophy of a language be studied before learning its chief words and idioms? Mr. Prendergast says no, and has defended his position

at great length and with great skill. . . . To gain a thorough command of the common phrases which the majority use exclusively, and all men use chiefly, is the goal at which the "Mastery System" aims; and we think that that goal can be reached by its means more easily, and in a shorter time, than by any method yet made known. . . . With such a preparation, the Englishman may go abroad and open his mouth confidently. . . . We know of no other plan which will infallibly lead to this result in a reasonable time, and therefore we heartily recommend the "Mastery System." Manuals of the French and German have been published, and the method will no doubt be applied to other languages.'—*Norfolk News.*

'If Mr. Prendergast will publish a selection of sentences, with specimens of their manipulation, and an abridged table of inflections, he may easily find readers who will give his theory a fair trial; and we are strongly disposed to believe that the result of such an experiment would be a very general adoption of the principles on which the "Mastery of Languages" is based.'—*The Reader.*

'Excellent in the main, and worthy of attention from every one interested in the "Mastery of Languages." Set forth with much lucid explanation and many skilful arguments.'—*Examiner.*

'This is a book written with understanding. . . . It is not, like many other treatises, a favourite idea, inflated by all manner of devices and accommodations to the bulk of a volume; it is a system carefully and philosophically deduced from the author's own experience and observation.'—*Daily News.*

'This system possesses many excellent features.'—*London Review.*

'This book is very full, and deserves attention; its pages are crowded with suggestive remarks. . . . The writer is entitled to the attention of philologists and teachers of language.'—*Athenæum.*

'We can recommend this method from personal experience, having had the pleasure of trying it ourselves. Two hundred words of a language previously unknown, combined in idiomatic sentences, were duly mastered in the way proposed, by studying them five minutes at a time, five or six times a day; and when permission was given to refer to a grammar, great was the astonishment as well as the delight felt, on discovering that the rules of syntax were known already.'—*Female Missionary Intelligencer.*

'Curious and interesting book . . . clear and lively in its treatment. . . . Full of useful hints. . . . As a rule, the older the facts the greater the originality. It therefore appears to us that Mr. Prendergast deserves the highest credit for the rare novelty with which he has invested a thoroughly trite theme. . . . He works out the leading principles with the most rigorous and unflinching logic to their ultimate conclusions. Nothing can really be simpler or more practical than the principle upon which it is based.'—*Madras Athenæum.*

OPINIONS OF THE AMERICAN JOURNALS.

'What have we, in fact, in Prendergast's "Mastery Series" but an adoption, and we are ready to suppose, an improvement, on the old middle age *"Colloquies of Cordery?"* We believe it is the true method of

learning languages. The learning of the right use of right words must be a question of memory of words till it becomes a matter of habit. Reason, or understanding, except as connected with memory, has precious little to do with it.'—*Freeman's Journal* (U.S.).

'Mr. Prendergast's "Mastery System" of teaching languages, which has recently been introduced in England, and met there with the most extraordinary success, is truly a marvel of simplicity and ingenuity; and we cannot too strongly urge teachers and students of German and French to give the above-named manuals a trial. Teachers will find that this new system considerably lessens their arduous task, and that it offers more guarantees of speedy and certain success than any of the old theories; and the students will not have to burden their minds with all that mass of unnecessary rubbish with which most of the French and German grammars now in use abound; and will, after a comparatively short time, not only be able to read the languages, but to speak and pronounce them correctly.'—*Lafayette Courier.*

'The system is as near as can be the one in which the child learns to talk, adapted to the adult, and if carefully preserved, must be successful.'—*Troy Whig.*

'When any one remembers the vast amount of time, labour, and money often expended in schools in actually gaining very little practical knowledge of foreign languages, this method is entitled to an examination. Evidently much can be done by the proposed plan.'—*St. Louis Democrat.*

'We do not hesitate to venture the opinion that if Mr. Prendergast's works can be brought to the attention of teachers in this country, they will effect a great change in the method of teaching foreign languages.'—*The Nation.*

'The Handbook lucidly sets forth the principles of the system, which seeks to attain the power of using the idiomatic forms of a foreign language as fluently and promptly as those of the mother tongue.'—*Providence Press.*

'There can be no doubt that this system is peculiarly adapted to be serviceable to that multitude of adult Americans who, without any preliminary preparation of study, steam over to Europe and back, as one of the acts without which the drama of life would be incomplete. To this class of travellers, and for their special use, we cannot too warmly commend the new system which Mr. Prendergast has so ingeniously devised.'—*Worcester Spy.*

'The system is attractive from the first, and we would advise all who are about to begin the study of French or German to give it a thorough trial.'—*Rochester Democrat.*

'There is a delightful novelty about the theory which is quite charming, and which seems to have a solid basis of truth to rest upon.'—*Boston Congregationalist.*

'We should judge that it did possess important advantages over the ordinary methods, for those who desire to learn to speak a foreign language quickly and fluently.'—*Springfield Republican.*

'The chief feature is the selection of some long sentence, thoroughly committed to memory, and evolving shorter sentences, or variations, from

the words of which it is composed, simply by re-arrangement. Grammar is deferred till the language is learnt. This plan is somewhat different from the Ollendorffian method, inasmuch as that mingles grammar with the exercises.'—*Gospel Messenger.*

'It is certainly a startling invention, but Mr. Prendergast makes out a very strong and clear case, and his method should receive a fair and thorough trial.'—*Philadelphia Inquirer.*

'It may not be improper for me to state that I made it my first duty, on arriving in Germany, to apply myself to the study of the German language, that I might, to some extent at least, be able to understand what I was to hear in the German deaf-mute schools, and to communicate with Germans without relying in all cases on the assistance of interpreters. And I feel that I owe a debt of gratitude to Mr. Thomas Prendergast, of London, by the aid of whose valuable suggestions, as set forth in his able work on the "Mastery of Languages" . . . I was enabled, in a comparatively limited period, to attain a fluency in conversational German, which was of incalculable assistance in the prosecution of my work in Europe.'—*Tenth Annual Report of the President of the Columbia Institution, New York, to the U.S. Government.*

OPINIONS OF THE FRENCH JOURNALS.

'Les modèles de phrases, les tournures idiomatiques, les expressions ont été choisis avec un soin scrupuleux et un goût éclairé. . . . C'est la conversation, c'est la causerie de salon qu'il pratique, qu'il obtient. . . .

'Quant à la partie technique, elle cède le pas à la partie pratique, symptôme essentiellement anglais: ce peuple-là veut des résultats et les obtient par sa ténacité et sa résolution. . . .

'La grammaire, suivant notre philologue qui parle *ex cathedrâ*, en s'appuyant sur une synthèse fortement raisonnée selon le mode de Bacon, et sur une expérience déjà bien étendue de son système; la grammaire que nous enseignons avant la composition des phrases et la pratique des vocables; la grammaire se fait, se compose, s'ordonne et se constitue de toutes pièces dans la tête de l'élève, sans qu'il soit besoin de la lui enseigner théoriquement. . . .

'L'idée philosophique qui explique et soutient ce système si nouveau se trouve développée dans la partie du traité intitulée "Handbook."'—*Revue britannique.*

'Les professeurs de langues et les philologues trouveront dans les petits traités de Mr. Thomas Prendergast tout un système fort original de l'art si difficile de l'enseignement pratique, naturel et rationnel des langues vivantes. Le problème de l'acquisition par un étranger de la conversation, de la causerie familière, est dans la première partie posé, analysé, discuté et résolu en dehors de toute routine, avec des vues nouvelles, avec la force de la conviction raisonnée, avec l'éclat du succès accompli. L'application de cette méthode, aussi simple qu'efficace, est l'objet d'un opuscule d'une centaine de pages pour chaque langue. Au moyen d'une centaine de mots *choisis avec discernement*, par l'emploi scientifiquement combiné de *certaines tournures de phrases* générales ou spéciales, avec une petite table

synoptique des parties variables du discours, un élève intelligent, patient, observateur, peut acquérir en peu de temps l'art de parler, d'écrire et de causer: telle est même l'élasticité de ce système que la science du langage, la grammaire, se crée et se constitue dans l'esprit de l'élève aussi naturellement, aussi sûrement que son application.'—*La Colonne.*

'La connaissance des langues étrangères est une des questions que les besoins internationaux mettent de plus en plus à l'ordre du jour. Ce problème, l'un des plus ardus de l'éducation, combien de fois n'a-t-il pas été posé, combien de fois résolu! M. Thomas Prendergast nous en offre une solution fort originale dans sa "Mastery Series." Il pose, discute, et résout victorieusement le problème de la conversation et de la science autre que la langue maternelle. La théorie de ce système, contenue dans le "Handbook," est exposée avec ampleur et conviction; tous ceux qui s'occupent de l'enseignement y trouveront des vues originales, des idées qui sortent de notre routine journalière. La démonstration pratique faite pour chaque langue est l'objet d'un autre opuscule, où ceux qui veulent apprendre se voient tout d'abord délivrés du grand épouvantail des commençants—Pas de grammaire! L'auteur choisit une centaine de mots, les plus importants et les plus usuels: ce sont les corps simples de sa chimie philologique. Il les combine et les travaille en suivant, en appliquant, en imitant les tournures de phrases essentielles à la langue. Ces combinaisons, variées au gré des besoins ou de l'imagination, se multiplient à l'infini. La grammaire, qui est pour l'élève une science *à priori*, se produit alors dans son esprit comme le résultat synthétique de ses observations et de ses études. En un mot, c'est le système le plus pratique que la philologie ait produit pour l'enseignement des langues étrangères.'—*L'Impartial de Boulogne-sur-mer.*

REVIEWS OF THE SPANISH MANUAL (1869).

The Mastery Series. Spanish. A Manual of Spanish for Englishmen and of English for Spaniards. By Thomas Prendergast. 'We have on several former occasions borne testimony to the excellence of the method pursued in this series, in the imitation, on which it is founded, of the natural mode of acquiring the art of speech and command of a vocabulary. Those of our readers who may be seeking a colloquial acquaintance with the Spanish language will find this manual a very efficient aid.'—*Educational Times,* November 1869.

'Is an excellent manual for Englishmen who desire to learn the language, as well as for Spaniards acquiring English. The graduated instructions for the teacher, as well as the interlocutory sentences for the student, will be of great assistance to both. The plan is a good one, and well carried out.'—*John Bull,* October 16, 1869.

'We have examined Mr. Prendergast's introduction to the learning of the Spanish language, which forms one of his "Mastery Series," and can give it our unqualified approbation. It is based on the sound principle of learning the language as we learn our mother tongue. It furnishes us with a series of short and familiar sentences in both languages placed in juxtaposition. The laborious and the continued reference to the dictionary is thus done away with; and instead of heaping up all the difficulties of the language—all the irregularities and varieties, as is sometimes done for

tyros to master—the student is invited to mount the pleasant path by a gradual and easy ascent. Though rather old ourselves to go again to school, we confess there is an attractiveness about the book which makes us covet the privilege of becoming students once more. Now that intercourse with Spain is likely to be continually increasing, this little book will be universally welcomed for its timely appearance.'—*Saunders' News Letter*, October 23.

'We have had occasion more than once to refer to Mr. Prendergast's "Mastery" method of acquiring foreign languages, and we have commended with all our heart the principle on which he proceeds. "The fundamental law of *Mastery*," as he tells us, "is, that the memory shall never be overcharged." Frequent brief lessons several times a day, and the thorough *mastery* of them is therefore the essential feature of the plan; and we feel confident that no one who has given it a fair trial has ever been disappointed with it. The object is to teach the language practically, so that the learner may be able to use it; and it is impossible not to attain that capacity if any intelligent man shall faithfully comply with the directions here given him.'—*The Edinburgh Evening Courant*, Nov. 23, 1869.

'Two years ago we noticed the introduction to this series, in which Mr. Prendergast developes his theory of learning to speak a foreign language, and the two parts of the practical series, in which he guides the learner in the application of these principles to the acquisition of French and German. In the interval some few modifications in practice have suggested themselves to him, but substantially he adheres to his system. We still have confidence in its efficacy, believing from our own experience and observation of the process that it is the memory not of words but of the form of a few typical sentences which helps us the most in our attempts to talk a new tongue.'—*Papers for the Schoolmaster*, Jan. 1870.

THE MASTERY SYSTEM.

'I have gradually arrived at a decided conviction that in teaching languages we begin at the wrong end. Formerly people used, in science, to begin with theories, and proceed to facts; now, good teachers of science lead even beginners to observe facts first, and then proceed to laws. But in grammar we still begin with abstract principles, which it is impossible for a child's mind to assimilate. When sentences are first taught and variations made, upon the plan recommended by Mr. Prendergast, I have found that children do not pronounce with the usual British accent, and do learn to express themselves in idiomatic French and German. They get to know, as Dr. Moberly expresses it, the sentence-moulds of other languages. Besides, the power of observation is cultivated; they learn to make rules themselves, and their grammatical faculty is developed. So far from the Mastery System, rightly understood, being a superficial one, it is the most thorough I know. I hope we shall, eventually, teach grammar as we now teach arithmetic. I mean, give no rules, but induce the learner to find them out.'—*Preface to Summary of H.M. Commissioners' Reports on Female Education, by D. Beale, Principal of Ladies' College, Cheltenham*, 1869.

Spottiswoode & Co., Printers, London and Westminster.

LATEST NOTICES.

THE MASTERY OF LANGUAGES.—'By such a method as Mr. Prendergast's, boys might be taught to *use* inflections, and to do this rapidly. In acquiring this skill they would, of necessity, come to feel the power of the inflections; the ending of the word would produce its effect on the learner's mind without the intervention of parsing, and thus one of the main difficulties in reading simple Greek or Latin would disappear. . . . It is only the grammarians and Prendergast who construct a beginner's book; and of these the first give—not a book of the language, but a book about the language. . . . Mr. Prendergast's name will live in the history of didactics. . . . The first stage of the learner's course—a stage limited perhaps to a month or six weeks—will be most advantageously conducted on the Mastery System. And for pupils beyond the first stage, on whatever plan they have been taught, the most certain way of acquiring the foreign idioms will be found to be by exercises carried out on Mr. Prendergast's method, according to which the idioms will be *mastered* in properly-constructed sentences and variations. Everyone interested in this subject should study "The Mastery of Languages."' — *Quarterly Journal of Education*, January and April 1872.

MASTERY SERIES (HEBREW).—'. . . The method is as valuable as it is novel. It has, indeed, greatly interested me, as it seems to rest on trustworthy and logical principles. I shall recommend the book to all candidates for holy orders who may refer to me on this subject.'—*Extract from a letter from the Right Rev. the Bishop of Gloucester and Bristol, January* 1, 1872.

MASTERY SERIES (HEBREW).—'Mr. Prendergast's *Hebrew Manual* is another volume of his *Mastery Series*, previous volumes of which have met with so much and such deserved success. He contends that it is unscientific and irrational to commence with the study of technical grammar. There is a fixed idea universally prevailing that grammar can only be acquired by means of rules instructing beginners how to compose sentences in accordance with what are called the principles of the language; but Mr. Prendergast maintains there never was a greater delusion so generally received as a truth. Every correct sentence, he affirms, uttered by

illiterate persons in speaking their own language, disproves that dogma; and there is nothing to prevent beginners from mastering the principle of every construction of any language through the medium of sentences selected for that purpose.

'The Manual in question is designed, as the Preface informs us, to enable beginners to learn to read the Hebrew Scriptures without the aid of a teacher, and to infuse vitality into the lifeless system resorted to by those who study languages without ever acquiring them. "*Mastery* is the highest degree of fluency and readiness in reproducing foreign sentences with the words in their idiomatic order of arrangement." Sentences are given and variations arranged therefrom. In the present Manual there are 34 texts, and 485 variations evolved from them; though this number represents but a fraction of the variations which the texts are capable of yielding.

'Particular attention is paid to the following branches into which the divisions of the book fall:—Mode of representing Hebrew Words in Roman Letters; Pronunciation; Reading and Writing; Emphasis; and Peculiar Sounds. We have exhausted our space, but we trust that what we have here noticed and laid before our readers will have the effect of introducing Mr. Prendergast's valuable Hebrew Manual to the now greatly increasing number of men studying Hebrew for the Theology Schools. Beginners will here find an *exact* method of procedure, which will put it in their power to wield Hebrew forms of speech with the greatest facility, and, what is still more important, without forgetting what they learn.'—*Oxford Undergraduates' Journal*, January 25, 1872.

THE MASTERY SERIES (HEBREW). —'This work is designed to aid beginners in Hebrew to read the Hebrew Scriptures without the help of a teacher. It consists of 34 texts, and 485 variations evolved from them. The variations exhibit the constructions latent in each text, while the English versions afford all the requisite explanation of each phrase, and the meaning of each word which has undergone alteration. The vocabulary, though limited, is exceedingly well done; the variations contain from 15 to 20 English words each, and this length has been fixed upon to exhibit to beginners complete sentences of a composite character, as models for framing similar compositions for themselves. We cordially agree with the author in considering it a mistake to commence with very short sentences. It is an excellent work, well printed, and very carefully and lucidly arranged in its classification.'—*School Board Chronicle.*

THE LATIN MANUAL.—'Ingenious and attractive.'—*Examiner.*

Published by LONGMANS AND Co. *Paternoster Row, London.*

BY THE SAME AUTHOR

THE

MASTERY OF LANGUAGES;

OR,

THE ART OF SPEAKING FOREIGN TONGUES IDIOMATICALLY.

8*vo.* 3*rd Edition.* 1872. 5*s.*

THE HANDBOOK TO THE MASTERY SERIES.

12*mo. cloth. Third Edition.* 1*s.* 6*d.*

EXPOUNDING the principles of the system and tracing the errors and defects in the prevailing modes of teaching and learning languages, to the total neglect to exercise the linguistic faculty; showing, also, that Mastery is the basis of the unrecognized science of linguistry, and that it is an exact method, forming a pleasant mode of self-instruction, devised to produce facility in speaking—that is, composing; designed also to impart critical accuracy; to afford an insight into the structure of long sentences at an early stage; and to elucidate, expedite, and enliven the study of technical grammar.

The MASTERY SERIES—GERMAN. 12mo.
" " FRENCH. 12mo.
" " SPANISH. 12mo.
" " HEBREW. Crown
" " LATIN. 12mo.

These Manuals exhibit a novel method of mast
guages, and a new way of learning them. They
beginners, whether young or old, fluency,
idiomatic purity of speech, within the range of a su
lary. And they may be used by those who ha
studied any other language, to qualify themselves
with facility, by translating each of the English pa
sion six times with rapidity and urgency.

The Latin Manual exhibits a novel mode of
directly and its grammar indirectly, without r
terms. It substitutes for the unpractical, una
of technical grammar obtained at school, a pra
knowledge of the constructions and inflecti
facility in composing Latin sentences grar
greater facility in construing, at an early sta

The German Manual is compiled or
although not so strictly formal as tha
inflected Latin language.

A series of Articles on the Master
'The Venture' quarterly (Macintosh